

DOCUMENT RESUME

ED 439 671

IR 019 940

TITLE CNN Newsroom Classroom Guides. September 1999.
INSTITUTION Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Newtown, PA.
PUB DATE 1999-00-00
NOTE 113p.
AVAILABLE FROM Turner Educational Services, 105 Terry Dr., Suite 120, Newton, PA 18940-3425 (specify date; videos of broadcasts, \$24.95 per episode). Tel: 800-344-6219 (Toll Free); Web site: <http://learning.turner.com>.
PUB TYPE Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Television; Elementary Secondary Education; News Media; Programming (Broadcast); *Social Studies; World Affairs
IDENTIFIERS Cable News Network; *CNN Newsroom; Web Sites

ABSTRACT

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for September 1-30, 1999, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: Venezuela constitutional crisis, Panama's first female president, and the Internet's 30th birthday (September 1-3); unrest in East Timor, Viacom buys CBS, earthquake in Greece, and the international community's response to reports of genocide by pro-Indonesian militia (September 7-10); President Habibie and the military role in East Timor, Hurricane Floyd and preparations in coastal Florida, forecasts for Hurricane Floyd, factors that "feed" a hurricane, and effects of Hurricane Floyd (September 13-17); hardships for victims of Hurricane Floyd, earthquake in Taiwan, Operation Warden in East Timor, aftershocks and damage from the earthquake in Taiwan, cause of violence in East Timor (September 20-24); peacekeeping forces in East Timor, Dan Quayle withdraws his bid for president, groundbreaking for the Smithsonian's Museum of the American Indian, and the 50th anniversary of Communist China (September 27-30). (AEF)

CNN Newsroom Classroom Guides September 1999

by Turner Learning, Inc.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL IN ANY FORM
AND BY ANY MEANS, ELECTRONIC OR
MECHANICAL, INCLUDING PHOTOCOPYING,
RECORDING, OR BY ANY INFORMATION
SYSTEMS, IS GRANTED BY ERIC.

M. Stevens

2A

EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CNN NEWSROOM Guide

September 1, 1999

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:30... 03:05

Top Story ... 02:50... 05:55

Members of Venezuela's legislature and constitutional assembly clash as the assembly makes the Congress ineffectual.

YOUR DAILY DESK ... 00:30... 06:25

Business Desk ... 03:10... 09:35

Modern plugged-in society has increased the demand for electricity.

WORLDVIEW ... 00:20... 09:55

Top of the World ... 05:10... 15:05

Police try to stem the tide of drugs flowing into Thailand.

Political Front ... 02:05... 17:10

International aid may be helping North Korea's victims of famine.

Wild Kingdom ... 01:55... 19:05

Kenya's annual wildebeest migration draws naturalists from around the world.

NEWSROOM CHRONICLE ... 00:30... 19:35

Our World ... 02:40... 22:15

Teens with supportive parents are less likely to use illegal drugs.

Student Bureau ... 02:15... 24:30

Student reporters teach and learn about teen attitudes towards illegal drugs.

Interns in Action: Teens 2000 ... 02:30... 27:00

"FYBY" teens do community service to make a difference in Atlanta.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Venezuela Constitutional Crisis

1. How important is Venezuela in oil exportation? Why is it surprising that over half the population lives in poverty? What is happening in the country politically? How many constitutions has the country had since 1811? When was the last one adopted? What do most of the citizens in Caracas seem to support?
2. How does the current Venezuelan Congress feel about President Chavez, and why? Do you think that the events occurring in Venezuela are part of a democratic procedure or not? Explain.
3. Why do you think that Mr. Chavez has been able to take power away from the Venezuelan legislature? Do these actions seem fair to you? How would you feel if a U.S. president slowly undermined the power of the United States Congress, based on the belief that it was corrupt?
4. The BBC suggests the seriousness of Mr. Chavez' actions by comparing him to Adolf Hitler in their news story on August 31, 1999: "In 1933, Adolf Hitler was elected by the people of Germany. And as soon as had [sic] the chancellorship he dismantled completely the constitutional structure of the Weimar Republic. The process here is the same." Have students find what information they can on Hugo Chavez and determine whether or not they think this comparison is fair.

LINKS:

<http://cnn.com/WORLD/americas/9908/30/BC-VENEZUELA-CONGRESS.reut/>

<http://cnn.com/WORLD/americas/9908/30/BC-VENEZUELA-USA.reut/>

<http://cnn.com/WORLD/americas/9908/30/BC-Venezuela-CongressSta.ap/>

http://news.bbc.co.uk/1/hi/english/world/americas/newsid_434000/434110.stm

http://www.morningsun.net/stories/120798/usw_1207980022.shtml

EDITOR'S NOTE:

Constitutional Assembly
President Hugo Chavez

YOUR DAILY DESK**Business Desk : Demand for Power**

1. What electronic devices and appliances help Ellen Fine at home and at work? Ellen does not spend much time thinking about her dependence on electricity, nor does she worry about power failures. Do you ever think about power failures? Scan your surroundings now and list the ways you are dependent upon electricity. How would your life change if your community were to lose electric power for a week?
2. How does the "constantly expanding universe" of electric gadgets and tools, such as computers, have an effect on the power supply? How has the recent heatwave in the U.S. had an impact on power demand? What other factors do you think are fueling the demand for power among consumers in the U.S.?
3. Electricity is one component of modern living that few can live without. Such services are often referred to as "utilities." What are utilities? Ask students if they know what companies supply basic power needs and services, including electricity, gas, and water, etc., in their area.
 1. Send small groups of students on information "scavenger hunts" to determine what companies provide each of these services locally, and how they can be contacted. (Keep in mind that some communities may be served by more than one provider of some of these services.)
 2. Next, pose this scenario to students: You have recently signed a lease on a new apartment in our area. Before you move in, you need to make arrangements to have your utilities turned on. Where do you go? What do you do? How much will it cost in each case? Challenge small

groups of students to conduct research and note the steps they would have to take to get their utilities up and running as soon as possible.

3. Have groups share the information in class.
4. Calculate the total costs of any deposits or initial payments involved and determine the total out-of-pocket expense to the new tenant.

As a class, compile the information students have gathered into a resource for newcomers to your community. Make copies and present them to the school office to distribute to new families who come to register their children.

4. Utility companies will often send representatives out to discuss ways to cut energy consumption in homes and businesses. Find out if such programs exist where you live. If so, ask a representative from a local electric company (such as gas or water service) to address the class on energy/water conservation. In the case of electricity, ask the representative to show the students ways to minimize residential/commercial demand for power that often results in power failures, especially in hot summer months.

LINKS:

<http://doityourself.com/electric/blackout.htm>

http://www.sltrib.com/1998/mar/03081998/nation_w/26762.htm

<http://home.doe.gov/glance/doehist.htm>

EDITOR'S NOTE:

Thomas Edison
blackouts
Information Age
power companies
consumer patterns

WORLDVIEW

Top of the World : Thailand Drugs

1. What drug is now challenging heroin as the main product of the "Golden Triangle"? What do Thais call this drug? What is the significance of this name? Why are amphetamines now the drug of choice for Burma's drug traffickers?
2. According to the video, how are Burmese authorities responding to the drug production in their country? Why do you think the Burmese authorities appear to be unwilling to stop the drug trade? What do the drug barons do that proves that they "are not shy about their products"? What message do you think this sends to law enforcement?
3. In the video we hear that "Thailand believes that nothing less than their national security is now at stake in the fight against the drug barons." Read this quote to students. Generate a class discussion about how the illegal drug trade might be a threat to national security. Divide the class into small groups. Have each group profile the efforts of any one nation that is waging its own war on drugs. Have groups present their information. How would you determine who is winning the war in each case? Discuss.

LINKS:

<http://www.usa.or.th/usis/incs98th.htm>

<http://info.gov.hk/nd/index.htm>

<http://www.ihra.org.uk/paris/proceedings/visudhi.html>

<http://worldpolicy.org/americas/usa/nr-drugwar.html>

<http://www.senate.gov/~ashcroft/3-26-98a.htm>

Political Front : North Korea Famine

1. For how long have the people of North Korea been experiencing a food crisis? How has the crisis affected the very youngest citizens of North Korea? Why do you think there are varying estimates as to the death toll resulting from this famine?
2. According to the video, what is responsible for some improvement in the food crisis situation in North Korea? Does this mean that the crisis is over? Explain.
3. Assist groups of students in conducting research to learn more about the famine in North Korea and the international community's response to it. Which organizations and countries sent food and supplies to North Korea? Why did some hesitate to commit aid? What is the World Food Programme, and what is its role in the crisis? Discuss the geography and politics behind the famine: Why has it taken so long for international aid to alleviate the crisis?

LINKS:

<http://www.interaction.org/disaster/nkorea.html>

http://headlines.yahoo.com/Full_Coverage/World/North_Korea_Famine/

<http://www.wfp.org/index.htm>

Wild Kingdom : Kenya Wildebeest

1. What is a wildebeest? By what other name is the animal known? Where is its habitat? Why do wildebeests migrate each year? What is the most dangerous part of their migration?
2. Why do the locals refer to the migration as "the high season"? Why do you think so many people travel so far to witness this event? Have you ever seen a migration of animals? If so, describe the experience and why you think it is a significant event.
3. In recent years, Kenya's tourist industry has suffered due to tribal violence and terrorism. Ask students what they would do to get nature lovers back to Kenya. How could Kenya's government promote its rich natural resources and lure tourists back? After a brief discussion, divide the class into groups. Direct each group to choose any wildlife event, preferably an annual one, and conduct research to learn more about it. Challenge each group to come up with a campaign to attract eco-tourists to its chosen site for that event.

LINKS:

http://members.aa.net/~ultimate/Wildebeest_migration2.html

http://www.seaworld.org/animal_bytes/wildebeestab.html

<http://www.kilimanjaro.com/animals/wildebee.htm>

EDITOR'S NOTE:

Thailand
amphetamines
malnourished
alternative food
wildebeest
.gnu
migration
Kenya

NEWSROOM CHRONICLE

Our World : Teen Drug Survey

1. According to the survey, do the majority of teens in the U.S. experiment with illegal drugs or not? What factors influence their likelihood to use drugs?
2. Do teens find mothers or fathers more easy to talk to about such issues? How important is the role of fathers? Why?
3. Ask your students how important they think it is for their parents to be honest with them about their own experiences with drugs and other controversial issues. Do they talk with their parents about sensitive topics? Why or why not? How influential do they think their parents are in their own decisions about drugs and other controversial topics?

LINKS:

<http://www.icpsr.umich.edu/SAMHDA/studies.html>
http://www.drugs.indiana.edu/drug_stats/home.html
<http://cnn.com/US/9908/30/teen.drugs.ap/>
<http://cnn.com/US/9908/18/drug.use.survey.02/>

Student Bureau : Teen Drug Bus

1. What did the six high school students do on their 11-day trip on a bus? What do you think that they learned? Would you be interested in making this kind of a trip? Why or why not?
2. One student said, "Cool people do cool things and drugs aren't cool." What is "cool" amongst teens these days? Do you agree with the student speaker? Why or why not? Do you think that anti-drug ads targeted at teens have convinced them that drugs are not "cool"? Explain.

LINKS:

<http://cnn.com/US/9908/09/your.brain.on.drugs/>
<http://cnn.com/US/9908/02/brain.on.drugs/>

Interns in Action: Teens 2000 : Interns in Action: Teens 2000

1. How would you describe the McDaniel Glenn community in Atlanta? What has "For Youth By Youth," or "FYBY," done to change that? Why have they chosen to clean up Rose L. Burner Park?
2. How has the rest of the community reacted to FYBY's actions? What are FYBY's expectations in terms of results? Do you think that they are realistic or not? Explain.
3. Ask students to consider projects they could do that would benefit their community. Challenge those interested to create a committee that recruits other teens to become involved in bringing the project to fruition.

LINKS:

<http://www.usaweekend.com/diffday/index.html>
http://nassp.org/scholarships/aw_prudential.htm
<http://www.dosomething.org/>

EDITOR'S NOTE:

community service
inner city

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 2, 1999

When teachers use CNN NEWSROOM, they see news linked to the curriculum through discussion questions and activities. Enrollment is FREE. Call 1-800-344-6219 or enroll online at <http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:30... 02:05

Top Story ... 04:55... 07:00

Panama inaugurates its first female president, Mireya Moscoso.

YOUR DAILY DESK ... 00:30... 07:30

Science Desk ... 02:00... 09:30

The Mars Global Surveyor has provided astonishing new pictures of the Martian surface.

WORLDVIEW ... 00:15... 09:45

Political Front ... 02:05... 11:50

Some claim that U.S. immigration policies cause illegal Cuban migrants to be aggressive.

Inside North America ... 02:30... 14:20

Russia hands over archived papers concerning the assassination of President Kennedy.

White House Art ... 06:05... 20:25

Hillary Clinton gives an up-close tour of the White House.

NEWSROOM CHRONICLE ... 00:40... 21:05

Interns in Action: Archaeology ... 03:00... 24:05

These high school students spent their summer searching for clues about the past.

Student Bureau ... 02:55... 27:00

A school in Georgia uses music to teach other subjects.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Panama's New President

1. Explain how the transfer of power, both in the government and over land, defines Panama today. What is an isthmus? How does Panama's geography make it strategically important? How is the Panama Canal politically and economically important to the country?
2. Who is Mireya Moscoso? How is she politically connected? Why are some critical of her qualifications? According to analysts, what will be her biggest challenge? President Moscoso has pledged an "efficient and responsible" government, one that balances a social agenda with economic efficiency. Do you think this is possible? Why/why not?
3. Who built the Panama Canal? When will Panama gain control of it? Have students work in groups to research the history and significance of the Panama Canal. Discuss the challenges and opportunities control of the Canal will present to President Moscoso's administration.

LINKS:

<http://www.latinworld.com/centro/panama/government/>

http://www.theodora.com/wfb/panama_government.html

<http://www.kenpubs.co.uk/watanetwork/NTOs/Panama.html>

<http://cnn.com/WORLD/americas/9909/01/AM-Panama-NewPresident.ap/>

EDITOR'S NOTE:

President Mireya Moscoso

Panama Canal Treaties

isthmus

military dictatorship

Omar Torrijos

Jimmy Carter

YOUR DAILY DESK**Science Desk : Mars Weather**

1. How are the recent images from Mars Global Surveyor changing the way scientists think about the planet's surface? Which weather phenomena recently photographed are similar to those on earth? What happens to some of Mars' polar sand dunes? Of what is the covering composed? From where does it come?
2. Does this new information change the way you think about Mars? How does it alter the way you think about life in Mars' history? The story states that this research will impact where scientists look for evidence of life. What do you think this means? Do you think this data impacts the possibility for a human colony or an off-world refueling station there? Explain.
3. Challenge your students to use current Mars Global Surveyor data to make models representing the three stages of Mars' seasonal ice caps. Follow these steps:
 1. Have students investigate the three stages at the websites below or through other current media. They will need information on the frost cap stage, the spotted sand dune stage and the moving sand dune stage.
 2. Have each student create a 6"x 6" model of each stage in the seasonal frost cap cycle. The materials for these should consist of household items such as buttons, old sheet material, frosting, raisins, sand, etc.
 3. Have students write brief descriptions of what happens during each stage on 3" x 5" index cards and tape them to their respective models.

As you display the models for parents and/or teachers and their classes, have your students ready to explain where the information came from and why it is significant.

LINKS:

http://mars.jpl.nasa.gov/mgs/msss/camera/images/8_10_99_releases/index.html

<http://mars.jpl.nasa.gov/mgs/index.html>

<http://humbabe.arc.nasa.gov/MarsToday/MarsWater.html>

EDITOR'S NOTE:

Mars

Mars Global Surveyor

dust devils

sand dunes

WORLDVIEW**Political Front : Aggressive Migrants**

1. What are some of the actions that illegal Cuban migrants have taken in order to make it to U.S. shores? Why do you think they are willing to be so bold?
2. What do you think that Cubans are hoping to escape by fleeing to the United States? Use websites and other information to learn more about Cuba. Would you like to live there? Why or why not?
3. Have students learn more about policies of the Immigration and Naturalization Service (INS). Hold a roundtable discussion in which students can propose alternatives to solve the Cuban immigration problem.

LINKS:

<http://www.ins.usdoj.gov/graphics/index.htm>

<http://cnn.com/WORLD/americas/9908/04/cuba.exiles/>

<http://www.closeup.org/cuba.htm>

http://www.cubaweb.cu/Cub_ing/index.shtml

http://headlines.yahoo.com/Full_Coverage/World/Cuba/

Inside North America : Jackie Kennedy's Letter

1. Who is Boris Yeltsin? What did he give President Clinton in June? What is surprising about Jacqueline Kennedy's note? What were Lee Harvey Oswald's actions preceding the assassination of the president? Why is this handover of documents important, according to historians? Do you think the papers are important? Why or why not?
2. What were U.S.-Russian relations like during the presidency of John Kennedy? What was the Cold War? Why do you think that it began? What caused its end?
3. Students are certainly aware of President Kennedy's assassination, but they may not know details surrounding the controversy and various theories about why he was killed. Have them research the web and other sources to learn more details about the life and death of John F. Kennedy. Then hold a discussion in class using the following questions: Do you think the Lee Harvey Oswald acted alone in assassinating J.F. Kennedy? Why or why not? What are some theories about the murder? What do you think might have happened, and why? Do you think that the American public will ever know the truth? Why or why not?

LINKS:

<http://www.cnn.com/SPECIALS/cold.war/>
<http://www.jfklancer.com/Chronicles.html>
<http://www.nara.gov/research/jfk/index.html>
<http://mcadams.posc.mu.edu/home.htm>
http://ourworld.compuserve.com/homepages/MGriffith_2/jfk.htm

White House Art : White House Art

1. What facts does Mrs. Clinton present on the tour of the White House? What do you find especially interesting? What personal touches have the Clintons added to the house?
2. The First Lady mentions a Georgia O'Keefe painting in the Green Room of which she is very proud. She is also pleased with a Henry O. Tanner painting. Look at some photos of these artists' paintings. What do you think of their work? Explain your answer.
3. Do you think that important works of art should be housed within the White House? Why or why not?
4. While most have held a backstage role, many presidents' wives have been influential in politics, society, or White House affairs. Have each student conduct research on a U.S. First Lady and give a report on her life and influence.

LINKS:

<http://www.whitehouse.gov/>
<http://www.whitehouse.gov/WH/glimpse/art/html/top.html>
<http://www.tiac.net/users/vivona/Art.html>
<http://www.ionet.net/~jellenc/okeeffel.html>
<http://www.americanpresidents.com/fladies.html>
<http://www.geocities.com/Athens/Academy/8238/firstladys.html>

EDITOR'S NOTE:

INS
Cuban migrants
Lee Harvey Oswald
Fine Arts Commission

NEWSROOM CHRONICLE

Interns in Action: Archaeology : Interns in Action: Archaeology

1. Where did Hart Brooks and some of his fellow students spend their summer? How old is the mound they are uncovering? Who once lived in this area? Who funds the archaeological expedition? How do the teenagers who participate share their knowledge with others?
2. What do the high school students get from this experience? How do you think the experience helps to foster a sense of respect for other cultures? What do archaeologists advise to those young people who are considering studying this subject in college?
3. How do researchers learn about the past? Generate a class discussion about the different approaches scientists and historians take to paint an accurate picture of past events and cultures. Divide the class into groups. Have each group choose one approach or method to research. Among the approaches groups might consider are, of course, archaeology, dendrochronology (the dating of past

events by studying tree ring growth), zooarchaeology (the analysis of animal remains from archaeological sites) and paleontology, the study of fossils. Have each group report on this approach and its contributions to our understanding of history. Discuss the kinds of training and education a professional in each of these fields must have.

LINKS:

<http://home.worldnet.fr/clist/Anthro/Texts/arch.html>
<http://home.worldnet.fr/clist/Anthro/Texts/arcguide.html>
<http://home.worldnet.fr/clist/Anthro/Texts/sites.html>
<http://home.worldnet.fr/clist/Anthro/Texts/school.html>

Student Bureau : Bernstein School

1. What is unusual about the approach to education seen in the video? Who developed this method? How many schools nationwide use the Bernstein approach? What was Secretary of Education Richard Riley's impression of the method?
2. Challenge groups of students to develop teaching units using math and/or drama. Have each group brainstorm, research, prepare and try its instructional unit out on the rest of the class. After each group has presented its unit, ask the class to critique it. Did students find this method of instruction interesting? Did they retain most of the information presented? Do students think this is an effective way to teach academic subjects like math and history? Discuss.

LINKS:

<http://www.leonardbernstein.com/>
<http://utopia.knoware.nl/~jsmeets/b/bernstei.htm>
<http://rainforest.parentspace.com/dialog/get/schoolexchange/16.html>
<http://cnet.unb.ca/achn/kodaly/koteach/resources/forumart.html>

EDITOR'S NOTE:

archaeology
artifacts
Leonard Bernstein
composer

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 3, 1999

Use CNN NEWSROOM to enhance your daily curriculum. It's news designed for schools and it's free! To enroll call 1-800-344-6219 or go to <http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:30... 03:05

Top Story ... 02:05... 05:10

The Internet celebrates its 30th birthday.

YOUR DAILY DESK ... 00:30... 05:40

Editor's Desk ... 03:45... 09:25

Pop musicians work their way to the top.

WORLDVIEW ... 00:40... 10:05

Inside Africa ... 03:00... 13:05

People return to Somaliland to try to rejuvenate the young country's economy.

FYI: Thai Boxing ... 05:15... 18:20

Some Thai children try to fight their way out of poverty.

Wild Kingdom ... 01:55... 20:15

Beetles are becoming sound economic investments for some Japanese.

NEWSROOM CHRONICLE ... 00:35... 20:50

So Long, Tony! ... 06:00... 26:50

CNN NEWSROOM bids a fond farewell to co-host Tony Frassrand.

CNN NEWSROOM CLOSE ... 01:10... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Internet at 30

1. How old is the Internet? What was its original purpose? How many people are estimated to use the Internet today? How many used it nearly 20 years ago? What has made the Internet so accessible?
2. How do you think that the Internet could have helped the country in the event of a thermonuclear

war? Do you think that it would be useful in that capacity today? Why or why not?

3. Who is Leonard Kleinrock? What disturbs him about current Internet usage? How does he believe we can combat that problem? Do you agree with him? Why or why not?
4. Thirty years ago, the inventors of the Internet could not imagine how the technology would be used today. Ask your students to predict how it may be used in 10, 20, or 30 years from now. They can create illustrations of what Internet devices might look like and write about its technology and uses.

LINKS:

<http://www.isoc.org/internet-history/>

<http://www.davesite.com/webstation/net-history.shtml>

<http://members.magnet.at/dmayr/history.htm>

EDITOR'S NOTE:

Leonard Kleinrock

UCLA

modem

350,000,000 personal computers

5,000,000 webpages

e-mail

YOUR DAILY DESK**Editor's Desk : Teen Music**

1. Who are the performers currently on top of the charts and CD sales? Do you think that they will stay at the top for long? Why or why not? Have you heard of some of the groups mentioned in the feature that are hoping to move up? Is their music similar to or different than that of the current most-popular musicians? Explain.
2. Can you think of formerly popular music groups or singers who have risen and fallen in your lifetime? To what do you attribute fans' following a group for a time, then dropping them to move on? What do you think are the components of music and musicians that stand the test of time?
3. What makes you respond to music: Is it the words, the beat, the talent or appearance of the musicians? Do you ever take the time to think about the composition of the music, the combination of instruments used, and how the parts contribute to the whole? Why or why not? What do you think the people analyze when they critique music to judge its value or merit? Do you think that it is fair to judge music? Explain.
4. With the multimedia additions of websites and music videos, more factors go into the public's appraisals of music and musicians than in past decades. Ask students to consider the many ways in which the media can make or break a new music group. Do they think that some of the publicity and hype may actually determine a band's popularity even more than its music does? Ask them to use examples in defending their position.

LINKS:

<http://www.rickymartin.com/>

<http://www.rickymartin.com/>

<http://www.peeps.com/britney/>

<http://bubblegummusic.miningco.com/msub14.htm>

EDITOR'S NOTE:

Backstreet Boys
Ricky Martin
Britney Spears
grass-roots

WORLDVIEW**Inside Africa : Somaliland Recovery**

1. Locate Somaliland on a current world map. From what country did it split? How long ago did the split occur? What natural resources and products are helping to promote economic prosperity for some Somalilanders?
2. In spite of this prosperity, what diplomatic and financial price has Somaliland paid for its secession? What is the primary source of Somaliland's currency? How would you describe Somaliland's present political and economic status? Why do you think the plight of Somaliland has not managed to attract much international attention?
3. What would a small, young country like Somaliland have to do to sustain itself politically and economically? Present this question to small groups of students for discussion. Then challenge each group to draw up a political and economic plan for Somaliland's survival. Each group will want to consider questions such as: What is the best form of government for this nation? How will it be implemented? Should the people have a voice in government, and if so, how universal should suffrage be? How will Somaliland defend itself? What natural resources and industries can generate capital? How can the country best attract international investment? Have each group present its plan. As a class, evaluate the positive and negative aspects of each one.

LINKS:

<http://www.anaserve.com/~mbali/letter7.htm>

<http://www.amnesty.org/news/1998/15200198.htm>

<http://www.chron.com/content/chronicle/world/96/04/08/somalia.html>

FYI: Thai Boxing : FYI: Thai Boxing

1. What popular sport in Thailand uses children as contestants? Why do you think that the crowds protest an age restriction on the contestants? Why do the children participate? What other options do poor families in Thailand have for making money? What opportunities will the children and their families lose if the boys stop boxing? What can they lose if they continue?
2. How do you feel about this Thailand tradition, and why? Try to devise a model alternative for Thai families to make money. If there is so much poverty, how and why do you think that Taiwanese choose to spend their money betting on child boxers?
3. Do you think that the information contained in this news feature could cause the world community to pressure Thailand to stop such activities? Why or why not? What do you imagine would happen if this sport were attempted in the United States? Explain your answer.
4. Traditional Taiwanese boxing allows for the use of feet and elbows as well as fists, and it can be very deadly. Students can learn more about it by browsing through the Internet sites provided. Sadly, many other impoverished children are put to work in sweatshops. Ask students to imagine

themselves in such a dire situation Ask: Which of the frightening options would they choose, and why?

LINKS:

http://guidebox.com/exotic/boxing_story.htm

<http://www.phuket-travel.org/phuket/sports/thaiboxing.htm>

<http://www.bangkok.com/members/pira/children.shtml>

Wild Kingdom : Japanese Beetles

1. How much in equivalent U.S. dollars did someone pay for the beetle featured at the beginning of the news feature? Why? Why has beetle collecting moved from a leisurely pastime to an economic investment?
2. Do you collect anything unusual? What kinds of collections do you think are unusual? Why do you think that people collect strange items?
3. Have students call a bank or check the Internet to discover the current exchange rate of Japanese yen to U.S. dollars. Ask them to recall how much Japanese typically spend on a beetle. Ask: What does that equate to in U.S. money? Based on the profit margin in yen two months later, what would the profit be in U.S. dollars? For this kind of profit, would your students raise beetles? Why or why not?

LINKS:

<http://members.aol.com/Binodulos/culture.html>

<http://www.arthropod.net/la510.htm>

<http://www.auburn.edu/beetles/colegplk.htm>

<http://japansociety.co.uk/news.htm>

EDITOR'S NOTE:

European Commission

Somaliland

stag beetle

beetle collecting

Thai boxing

NEWSROOM CHRONICLE**So Long, Tony! : So Long, Tony!**

1. Who is Tony Frassrand? What is his job on CNN NEWSROOM? How would you describe Tony's style? What kind of training and education do you think a person needs to be a professional news anchor like Tony? In addition to communications and journalism training, why do you think knowledge of the topic is an important asset in this job?
2. Do you have a favorite television news anchor? If so, what is it about that person that makes him/her a good anchor to you? What qualities do you think most viewers look for in journalists when choosing which news coverage they will watch? Why do you think these qualities are important?
3. What kinds of stories and features has Tony covered throughout his years at CNN NEWSROOM? What additional information or background did he offer to prepare viewers for these stories? After a

brief discussion, challenge students to write and deliver their own story leads or background pieces for news stories of their choosing. Have each student select a news event, research pertinent facts and ideas to introduce the story, and write the lead. If possible, videotape each student's anchor experience.

LINKS:

<http://turnerlearning.com/newsroom/whatisenr.html>

<http://www.ultimatetv.com/news/bn/0403emmy2.html>

<http://www.spj.org/>

EDITOR'S NOTE:

Tony Frassrand
anchor

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 7, 1999

Don't forget: Annual enrollment is required for CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at <http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35

Top Story ... 03:55... 06:30

Teachers: Please preview today's Top Story.

-The history of East Timor is rife with turmoil.

-Pro-Indonesian forces escalate the violence in East Timor.

In The Headlines ... 00:55... 07:25

NEW MIDEAST PEACE DEAL

YOUR DAILY DESK ... 00:55... 08:20

Health Desk ... 02:50... 11:10

A new device uses electrical stimulation to treat epilepsy.

WORLDVIEW ... 00:20... 11:30

Top of the World ... 02:50... 14:20

The South African government hopes to lower the crime rate with gun control laws.

Fast Fact ... 02:35... 16:55

The Sahara Desert is relocating some of its dust in Miami.

Culture Watch ... 02:25... 19:20

Aboriginal music has expanded by welcoming rock.

Wild Kingdom ... 01:40... 21:00

Thai elephants must leave their native land to find employment.

NEWSROOM CHRONICLE ... 00:45... 21:45

Our World ... 05:15... 27:00

This young weightlifter carries the hopes of Olympic gold on her shoulders.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Unrest in East Timor

1. Why has martial law been declared in East Timor? What event precipitated this violence? What was the outcome of last week's referendum in East Timor? Who is behind the violence that has erupted, and why?
2. What country ruled East Timor for nearly three centuries? What happened in East Timor in 1975? Did the international community recognize Indonesia's claim to East Timor? Explain. Why do you think there was little international outrage? Besides political interests, what other groups have clashed in East Timor?
3. How did the fall of President Suharto usher in a turning point for East Timor? What did President B.J. Habibie do to change Indonesia's policy? How was the referendum received by pro-Suharto interests?
4. Describe the scene in Dili, East Timor. Why are so many fleeing the city? Who is Jose Ramos Horta? Why is he currently questioning the credibility of the United Nations? Who do UN personnel blame for the violence? How does the Indonesian government respond to these charges?
5. The CNN Interactive website is referring to the situation in East Timor as a "reign of terror." What is a "reign of terror"? To what other circumstances in history has this phrase been attributed? Do you consider what is happening in East Timor a "reign of terror"? Why or why not?
6. Generate a class discussion about the issues being raised by the situation in East Timor, such as the credibility of the United Nations, Indonesia's human rights record, and whether the international community should become more directly involved. Assist students as they use the Internet and other resources to learn more about the current crisis in East Timor. Challenge each student to use the class discussion and his/her findings to formulate an opinion on the situation. Direct each student to write a newspaper editorial on the plight of East Timor and the rationale for international action or inaction.

LINKS:

<http://cnn.com/ASIANOW/southeast/9909/06/e.timor.02/>

<http://www.geocities.com/Tokyo/9273/>

<http://www.etan.org/>

http://www.prica.org/Handbook99/main_menu.htm

http://www.un.org/peace/etimor/result_frame.htm

EDITOR'S NOTE:

former Portuguese colony
annexation by Indonesia
economic collapse
Suharto resigns
vote on autonomy
pro-Indonesian militia
United Nations

YOUR DAILY DESK**Health Desk : Brain Pacemaker**

1. What is epilepsy? How has epilepsy affected Nolan Hutain's life? Can epilepsy be cured? What is the Vagus Nerve Stimulator? What are the benefits and drawbacks of the stimulator?
2. Ask students to share what they know about epilepsy and epileptic seizures. If possible, have students relate their personal experiences of dealing with the illness. How do students think a person with epilepsy feels about having seizures?
3. Refer students to multimedia resources, including the websites below, to learn more about the cause and treatment of epilepsy. Invite your school nurse to speak to the class about epilepsy and how it affects kids. Next, have students prepare presentations or brochures to educate their peers about epilepsy and epileptic seizures. Instruct students to include information about how bystanders should respond if they witness someone having a seizure.

LINKS:

<http://www.kidshealth.org/kid/normal/epilepsy.html>

<http://www.efa.org/>

<http://pharminfo.com/pubs/msb/vns240.html>

EDITOR'S NOTE:

epilepsy

seizures

pacemaker

Vagus Nerve Stimulator

WORLDVIEW**Top of the World : South Africa Guns**

1. How often does major crime occur in South Africa? What does the government want to do about it? Who is opposing it, and what are their arguments?
2. How does the South African gun control situation compare to that in the U.S.? Where do you stand on gun control legislation, and why? Defend your answer with details.
3. Have students learn the details of the controversy about gun control in the U.S. by searching the suggested websites and news sources. Ask them to create charts showing the pros and cons of more stringent gun control.

LINKS:

<http://www.atf.treas.gov/core/firearms/firearms.htm>

<http://www.pledge.org/>

Fast Fact : African Dust

1. What does Miami have in common with the Sahara Desert? What are the effects on Miami and its residents? How much Sahara Dust is carried overseas annually?
2. How do you normally define "pollution"? Do you find any irony in the notion of "natural pollution"? Explain. In what ways are the two types of pollution similar, and how are they different?

LINKS:

<http://ukdb.web.aol.com/hutchinson/encyclopedia/15/M0016915.htm>

Culture Watch : Australian Aboriginal Rock

1. Who are the Aborigines? What role does music play in Aboriginal culture? How has the band "NoKTuRNL" incorporated Aboriginal music into its work?
2. Band members say, "We don't want to mix it [traditional music], don't need to mix it and sometimes are not allowed to mix it." What do you think they mean by this?
3. Ask students to consider the influence of other traditional music on current pop music that they hear. Ask them to identify the cultures from which the mixes are derived. Do they think that these other cultures enrich their contemporary music? Do they help them to better understand other cultures? Why or why not?

LINKS:

<http://www.sweetgrassrecords.com/>

<http://matilda.aaa.com.au/bizskills/>

Wild Kingdom : Thai Elephants

1. How much food does an average elephant eat every day? Why are elephant trainers finding it difficult to keep them adequately fed? What are some doing to solve the problem?
2. Why do you think that tourism might be down in Thailand? Use the Internet to learn something about Thailand. Would you like to visit this country? Why or why not?
3. Many elephants have lived with humans since their infancy and are more afraid of the wild than of people. Ask your students to discuss how they feel about training wild animals by considering the following questions: Do they think there should be government restrictions on the number of wild animals that can be captured and trained? If yes, who would determine these, and on what would they base the numbers? If no, why should there be no restrictions? Do students think the human trainers "owe" their animals anything? What should human owners do for their trained animals if they can no longer care for them?

LINKS:

<http://www.asiatour.com/thailand/e-04cent/et-ce234.htm>

http://www.skali.com.my/journey/ewt/020/ewt19980413_01.html

<http://sunsite.au.ac.th/>

<http://www.discovery.com/area/nature/elephants/guide.html>

EDITOR'S NOTE:

President Thabo Mbeki
gun control
natural pollution source
sahara desert
trade winds
Aboriginal culture
indigenous
pachyderms

NEWSROOM CHRONICLE

Our World : Teen Weightlifter

1. How does Cheryl Haworth begin her daily journey for Olympic gold? How did she become involved in weightlifting? For how long has she been competing at this sport?
2. What two lifts are part of weightlifting competition? How do Cheryl's best lifts compare to the world's records? Why is it likely that she will someday bring world titles back home? How has Cheryl reacted to her newfound celebrity?
3. Why is Cheryl's success especially sweet? In what way would she like to be a role model for other young women? Besides weightlifting, what other talent does she have? What connection does she see between her sport and art?
4. Cheryl is excelling in a sport which is relatively new to female participation. What other sports are now welcoming female athletes? Have students work in groups to learn more about these sports. Have each group offer a report on the sport, its rules and history, and the contributions made by its female participants.

LINKS:

<http://espn.go.com/editors/atlanta96/sports/weight/0724women.html>

<http://www.usaw.org/news.htm>

http://cnnsi.com/olympics/news/1998/11/29/myanmar_hopes/

EDITOR'S NOTE:

weightlifting

self-esteem

role model

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 8, 1999

Don't forget: Annual enrollment is required for CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at <http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:50... 01:50

TODAY'S NEWS ... 01:00... 02:50

Top Story ... 04:35... 07:25

Viacom buys CBS for \$34.5 billion.

In the Headlines ... 01:20... 08:45

MORE CITIZENS FLEE CHAOS IN EAST TIMOR.

YOUR DAILY DESK ... 00:50... 09:35

Business Desk ... 02:15... 11:50

Sales of recreational vehicles are skyrocketing.

WORLDVIEW ... 00:40... 12:30

Top of the World ... 02:45... 15:15

Syrians pass their feelings for the Golan Heights to their children.

Wild Kingdom ... 02:10... 17:25

Rwanda capitalizes on its gorilla habitat to generate much-needed revenue.

Around the World ... 02:00... 19:25

Young offenders get a second chance at a military boot camp in Thailand.

Artistry in Action: Korean Dancer ... 03:40... 23:05

Sin-cha Hong is choreography's rising star.

NEWSROOM CHRONICLE ... 01:00... 24:05

Kosovo Teens in U.S. ... 02:20... 26:25

Kosovar teens in Berkeley learn about life in the U.S.

CNN NEWSROOM CLOSE ... 01:35... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Viacom/CBS

1. What is Viacom, and what does it own? Why does it say that it bought CBS? Which is the largest media conglomerate? What other media companies have formed mergers? Why did CBS originally create a small spin-off company called Viacom? How did Viacom grow?
2. What advantages does a corporation have when it owns not only TV channels, but also newspapers, magazines, movie production companies, and recording labels? In what ways can that benefit consumers, if any? If what ways, if any, might it cost consumers?
3. Challenge students to browse through a popular news magazine. What company owns the magazine, and how do they know? What ads do they find in the magazine for other forms of entertainment? What company owns those movies, books, etc. being advertised? Who owns the books and movies reviewed positively in the magazine? Do they discover that the magazine is offering balanced or self-serving coverage for the parent corporation? Have students cite specific examples.
4. Have students research information about the big media conglomerates: Time Warner, Viacom, Disney, News Corporation, and Sony. What does each group own? Have students discuss the following questions in class: Do you think that reduced competition with fewer companies promotes excellence in news reporting and entertainment creation? Why or why not? Do you think that their pooled resources are conducive to creating better products? Why do you think that companies have chosen to merge rather than remain independent?

LINKS:<http://cnnfn.com/1999/09/07/deals/cbs/><http://www.tcom.bsu.edu/tcom200/top.htm>http://dolphin.upenn.edu/~meclub/links_new.html<http://homepages.unl.ac.uk/sofia/society/conglom/conglom.html><http://www.media-awareness.ca/eng/issues/mediaown/miller2.htm>**In the Headlines : In the Headlines**

1. Why have ambassadors from the UN Security Council gone to Jakarta, Indonesia? Why are people trying to flee the country? Who is Bishop Carlos Belo? What happened to his home? What necessities are being depleted in East Timor because of the conflict?
2. Have students review the events in Indonesia and East Timor in recent weeks. Discuss peace proposals. Group students and have each give a presentation for a solution that they think should be implemented in the war-torn region, backed by information they find.

LINKS:<http://www.cnn.com/ASIANOW/southeast/9909/07/e.timor.03/><http://www.cnn.com/SPECIALS/1999/indonesian.elections/>http://news.bbc.co.uk/hi/english/special_report/1999/05/99/east_timor/newsid_340000/340363.stm<http://www.un.org/peace/etimor/etimor.htm>**EDITOR'S NOTE:**

broadcast

cable

assets

Federal Communications Commission

William Paley

East Timor

Indonesia

YOUR DAILY DESK

Business Desk : RV Boom

1. What are RV's? How are some RV's "condos on wheels"? In the video we see one couple spend \$63,000 for their new RV. What features does their new purchase have? Why do you think they chose to purchase an RV? What are some other reasons why RV sales are so strong?
2. According to the video, one in ten people who own a car also own an RV. Does this statistic surprise you? Who is the primary market for RV sales? Why do you think that this market is getting younger?
3. As a class, review the explanation of consumer buying power offered at the beginning of this segment. On what factors does consumer buying power depend? How does strong consumer buying power impact the market for "big ticket" items? As a class, list some of the items that would qualify as "big ticket" purchases. Divide the class into groups and have each group choose one item on your "big ticket" list. Challenge each group to learn more about the market for its particular item and how its sales are performing in the present economy in your area. For example, the group that chose "boats" might consult a local dealer to learn more about the kinds of people who are buying boats and how current boat sales compare to past performance. Direct each group to present its findings. Review all group information and discuss how a strong market for "big ticket" items has a positive impact on related industries and government finances (tax revenues generated from their sales.)

LINKS:

<http://www.auto.com/autonews/qrv2.htm>

<http://www.eagle.ca/rvinfo/main.htm>

<http://www.nichemarket.com/>

EDITOR'S NOTE:

recreational vehicle
retirees

WORLDVIEW

Top of the World : Syria's Golan View

1. Why does Ghazala Issa have to look across a fence to see the town where she used to live? Why did she leave? When did Israel capture the Golan Heights? When did the Israelis leave the city of Qunaitra?
2. In the video we learn that the Syrians have preserved the city of Qunaitra just as the Israelis left it. Why? How would you describe the city? What impressions do you think this "witness to history" leaves on the young Syrians who see it? Do you think it is a good idea to leave the city as "a witness to Israeli actions"? Why/why not?
3. Where is the Golan region located? Why do both Israel and Syria claim this land? Have students work in groups to learn more about the Golan Heights and the politics surrounding the region. Share group findings in class discussion. Refer students back to the video. Discuss the young

Syrians' feelings toward the Golan Heights. Why do they see the Israelis as the "occupiers"? How do they think young Israelis might defend their country's actions?

LINKS:

<http://www.golan.org.il/>

<http://www.golan-syria.org/index1.htm>

<http://www.yated.com/sythreat.htm>

<http://www.inisrael.com/golan/index.html>

Wild Kingdom : Rwanda Gorillas

1. According to the video, approximately how many mountain gorillas exist in Africa? Of these, what fraction of them live in Rwanda? How does the mountain gorilla's dwindling population make the species a desirable tourist attraction?
2. What is ecotourism? Why did Rwanda once suspend its ecotourism trade? If the security situation has improved, as we are told in the video, why do you think that ecotourists still travel with armed guards?
3. Ecotourism is becoming a lucrative business for many regions of the world. Using the case of Rwanda as an example, generate a class discussion about how a country's political situation can have a negative (or positive) impact on its economics. In addition to the human toll, how did Rwanda's ethnic strife affect its economy? Divide the class into small groups, and have each group select a country or region that is currently experiencing political problems. Have each group research possible ecotourism sites and attractions in its chosen country as well as the country's political climate. Have each group present its information, promoting its country's ecotourism and discussing how political stability would have economic benefits for that country's people.

LINKS:

http://www.wwf.org/species/mtgor_fs.htm

<http://www.selu.com/~bio/gorilla/info/conservation.html>

<http://www.gemini.org.uk/Twins/environment/97/aprilgorilla/gorila.htm>

<http://www.africanews.org/specials/glakes/prunier.html>

Around the World : Thailand Boot Camp

1. Who are the military instructors training at the boot camp seen in the video? Why were these young people sentenced? What choice was each given in the sentencing? Would you have chosen boot camp over a juvenile detention facility? Why/why not?
2. What approaches to juvenile crime are being implemented in the U.S.? Divide the class into small groups and assist each in conducting research to answer this question. Share group findings in class discussion. What are the most severe sentences a juvenile offender can face in your community and state? What are some of the alternatives to incarceration? Are boot camps an option in your community? If so, do students think they are effective at rehabilitating young offenders? After brief discussion, challenge each student to write a paper offering his/her ideas for confronting the issue of juvenile crime.

LINKS:

<http://www.kci.org/publication/bootcamp/prerelease.htm>

<http://www1.umn.edu/humanrts/instree/j3unsmr.htm>

<http://www.amnesty.org/ailib/aipub/1998/AMR/25105898.htm>

<http://badger.state.wi.us/agencies/doc/html/djc.html>

<http://www.heritage.org/library/categories/crimelaw/bg1097.html>

Artistry in Action: Korean Dancer : Artistry in Action: Korean Dancer

1. Who is Sin-cha Hong? To what famous choreographers has she been compared? How would you describe her work? How is her philosophy of change incorporated into her most recent work?
2. Have students consult the Internet and other resources to learn more about the world of choreography and some of its most famous artists. Discuss how dancers and choreographers use the body to express thoughts and emotions, and compare this process to that of other artists, such as the painter, who uses color and strokes; the composer, who uses music; and the poet, who uses words.

LINKS:

http://warthog.cc.wm.edu/Kinesiology/dance_web/StudentPhotos.html

<http://www.noguchi.org/graham.html>

<http://www.sfpalm.org/earlysstage/duncan.html>

<http://www.isadoraduncan.org/>

EDITOR'S NOTE:

Golan Heights
mountain gorilla
Rwanda
avant-garde dance
Laughingstone Dance Company

NEWSROOM CHRONICLE**Kosovo Teens in U.S. : Kosovo Teens in U.S.**

1. Who is Kujtesa Bejtullahu? How did Americans first learn about her? How has she been able to relocate to the United States with three friends? Why do the teens feel that Berkeley is an appropriate place for them?
2. Discuss the many differences between the teens' world in Kosovo and in Berkeley, as brought out by the news feature. How do you think it would feel to make the living adjustments between these two very different locations? What might you prefer, and what might you miss about your former home?
3. How do the Kosovar teens define "post pessimists," a term they use to refer to themselves? Given their definition, do you consider yourself a "post pessimist"? Why or why not? What is the philosophy's basic tenet? Do you agree or disagree with it? Explain.
4. Finnegan Hamill, the high school junior with whom Kujtesa corresponded using email, said that her letters changed the way he saw the world. Students can read through Kujtesa's emails to Hamill that are archived on the last listed website and discuss whether her comments also cause them to question their beliefs about the world. Ask: What perspectives does she bring to your ideas about the war in Kosovo?

EXTENSION: Have students discuss ways in which they could put the "post pessimist" philosophy into practice in their own school and community. Challenge them to apply it to one or two situations during the course of the day and write about the experience.

LINKS:

<http://cnn.com/US/9909/04/kosovo.girl/>

<http://cnn.com/US/9908/26/kosovo.girl/>

<http://cnn.com/SPECIALS/1998/10/kosovo/email/archive.html>

EDITOR'S NOTE:

Kosovo

anti-war philosophy

post pessimists

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.

Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 9, 1999

Don't forget: Annual enrollment is required for CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at <http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:50... 01:50

TODAY'S NEWS ... 01:00... 02:50

Top Story ... 02:15... 05:05

Athenians endure the effects of the recent quake.

In the Headlines ... 03:45... 08:50

PRESSURE MOUNTS ON INDONESIA TO CONTROL EAST TIMOR VIOLENCE; ISRAEL TO RELEASE 200 PALESTINIAN PRISONERS AS IT WORKS TOWARDS PEACE.

YOUR DAILY DESK ... 00:45... 09:35

Science Desk ... 01:45... 11:20

New technology will drastically shorten the amount of time it takes to match fingerprints.

WORLDVIEW ... 00:55... 12:15

Top of the World ... 02:25... 14:40

Thailand's government promotes herbal medicines to save its ailing economy.

Inside North America ... 05:10... 19:50

Cape Cod's baseball league is the embodiment of the national pastime.

Culture Watch ... 02:20... 22:10

Young Egyptians enjoy their brand of pop music.

NEWSROOM CHRONICLE ... 00:50... 23:00

Kosovo Back-to-School ... 04:00... 27:00

Albanian youths return to school in Kosovo.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Earthquake in Greece

1. What was the magnitude of the earthquake that hit Greece? How many homes and factories in Athens have been affected? How have Greek citizens been affected?
2. What connections do seismologists find between the Greek earthquake and the one that hit Turkey in August? What connection might political analysts find? In what ways do you think that the effects will be similar and different in the aftermath, and why?
3. Sometimes tragedy brings about strengthened ties between people as they share sadness and mourning. This may be the case with Greece and Turkey, according to news reports. Have students search the Web and other news sources to learn about animosities between the two countries and emerging warm regards as they help one another through their recent, similar tragedies. Have students consider what it is about tragedy that can cause people to rally together.

LINKS:

<http://www.cnn.com/WORLD/europe/9909/08/greece.quake.03/>

<http://www.cnn.com/WORLD/europe/9909/08/BC-QUAKE-GREECE-TURKEY.reut/>

http://dailynews.yahoo.com/h/ap/19990908/wl/greece_quake_zone_1.html

http://dailynews.yahoo.com/h/ap/19990908/wl/greece_earthquake_20.html

In the Headlines : In the Headlines

1. What do people in East Timor want from the United States and the United Nations? Why is it difficult to honor their requests? How does Indonesia feel about outside help at this time? Meanwhile, what is the situation for civilians in East Timor? What is the situation at the UN compound?
2. What has the Israeli parliament approved, and why? What does Israel hope to gain by conceding so much to the Palestinians? Which prisoners does Israel refuse to release? How did Israel come into possession of the West Bank in the first place? Do you think that they should give it to the Palestinians? Why or why not?
3. While very different situations, both of these stories revolve around leaving land that people have thought of as home or even sacred land. Ask students to consider the importance of place and how much they value the surroundings that they call "home." How would they feel if they were told they must leave tomorrow, knowing that they could not take all of their possessions with them and that they might never return?

LINKS:

<http://www.cnn.com/ASIANOW/southeast/9909/08/e.timor.05/>

<http://www.cnn.com/ASIANOW/time/magazine/99/0913/timor.html>

http://news.bbc.co.uk/hi/english/special_report/1999/05/99/east_timor/newsid_340000/340363.stm

<http://www.cnn.com/WORLD/meast/9909/08/mideast.02/>

http://news.bbc.co.uk/hi/english/world/middle_east/newsid_442000/442142.stm

EDITOR'S NOTE:

5.9 magnitude
seismologists
fissures
peacekeeping forces
Knesset
West Bank

YOUR DAILY DESK

Science Desk : FBI Fingerprinting

1. What forensic technology is about to be put online by the FBI? What advantages will this new technology have over the old? About how many prints does the FBI have in its database? For what part of the matching process is the computer used? Who makes the final match determination? Why? How many states are already online?
2. Why do you think time is a critical factor in determining fingerprint matches? Do you think privacy experts are justified in their concern about "government abuse"? Do you agree with the statement "Ultimately, there will be some price in privacy that we will all pay"? Explain. In this case, does the benefit outweigh the risk?
3. Challenge your students to learn more about their own fingerprints by doing the following investigation. Each student will need a piece of white paper, one #2 pencil, and one 1" piece of clear cellophane tape. Have students:
 1. Become familiar with the seven general patterns occurring within fingerprints by looking at the websites below.
 2. Rub the sharpened end of a #2 pencil onto a piece of scrap paper to make a dark smudge.
 3. Press the end of their right thumb into the center of the smudge and run it side to side and up and down until the fingertip is covered with graphite.
 4. Tear off a piece of tape that is about one-inch long and place it across the graphite-coated fingertip.
 5. Peel the tape off of their finger and retape it on the white piece of paper.
 6. Identify the patterns occurring within their thumbprint and list them on the white paper under the tape.
 7. Compare prints and lists with classmates to find out how similar and different they are.Have a discussion with your students about how a computer would have to become "smart" about reading these prints and finding matches. Convey that most software programs look at a few small segments of the fingerprints to shorten the processing time and then still rely on human experts to find a perfect match.

LINKS:

<http://www.fbi.gov/kids/crimedet/finger/fingerpt.htm>

<http://www.chickasaw.com/~waedens/fpc/types.htm>

<http://www.aiasinc.com/contents.htm>

<http://hyperion.advanced.org/17133/fingerprints.html>

WORLDVIEW

Top of the World : Thailand Medicine

1. Why is the Thai government helping to promote its herbal resources? What is self-reliance? How is the government hoping the herbs found in its forests will make Thailand self-reliant? What is the major obstacle to medical research and development in Thailand? According to Thailand's Public Health Minister, how is the global market for herbal remedies expanding?
2. What popular herbal products can be found in your local retail stores? What do you know about these herbs? What conditions are they supposed to treat? Do you or anyone you know take these herbs? Are these "natural drugs" regulated in the U.S.? In your opinion, should they be? Why do you think these herbal remedies are becoming more popular in the U.S.?
3. In many Asian cultures, traditional medicine relies heavily on non-pharmaceutical treatments such as herbology, acupuncture, and massage. Challenge groups of students to select one traditional

medicine approach and conduct research to learn more about it. Have groups present their findings. For what illnesses and disorders are these treatments recommended? How would one go about establishing whether and to what degree each has been effective? Ask a local medical professional to address the class on the pros and cons of Eastern traditional medicine. Discuss what consumers need to know if they plan on pursuing one of these courses of treatment.

LINKS:

<http://www.personalhealthzone.com/herbology.html>

<http://okay.com/orientalhealingarts/index.html>

<http://www.labmed.umn.edu/~john/papers/altmed.html>

Inside North America : Cape Cod Baseball

1. Who are Norman Rockwell and Abner Doubleday? What do you think CNN Correspondent Jim Huber means when he says, "If Norman Rockwell and Abner Doubleday had ever joined forces, their collaboration might have yielded the Cape Cod Baseball League"? How is playing in the Cape Cod League different from playing in the Majors?
2. What current Major League stars once played in the Cape Cod League? How are the local teams received by hometown fans? How do the permanent residents of these towns "open their doors" to the players? Why are the players anxious to make themselves known in this league? What do you think attracts fans to their games?
3. Generate a class discussion about baseball as a part of American culture. As an example of how ingrained baseball is in American culture, students might want to consider all the baseball terms and expressions that are used in everyday speech. Challenge students to describe how they might explain the game of baseball (and some of its terminology) to students from other countries who have never seen it.
4. How are the Cape Cod teams reflective of the culture of their hometowns? Divide the class into groups. Direct each group to create a team for its hometown or neighborhood, including the team's name, mascot, and colors. Challenge groups to incorporate some aspect of their local culture into the teams they create.

EXTENSION: After they have created their teams and shared their ideas, challenge students to write descriptive essays that reflect the experience of attending their teams' local games. Share essays and discuss how the experience would differ from a trip to a Major League park.

LINKS:

<http://www.capecodbaseball.org/>

<http://www.allcapecod.com/ccic/sports.html>

<http://www.student.com/article/capecodleague>

Culture Watch : Egyptian Pop Star

1. Who is Amr Diab? To what international performers is he being compared? How is his music different from what many in the Arab world are used to hearing? Why is pop music likely to become even more profitable in the Arab world in the near future?
2. What do you think it takes to be a star in current popular music? Is image or sound more important to you? Why? Do you think Amr Diab could be a success in other regions of the world? Why/why not?
3. Use this opportunity to have students bring in recordings of international music that they like. Play some of the recordings as students conduct research or do group work. Challenge each student to

learn more about a musical genre with which he/she is unfamiliar.

LINKS:

<http://www.inforamp.net/~marwan/arabmidi.html>

<http://members.xoom.com/bigdaddy411/index.htm>

http://home.vicnet.net.au/~focus/egypt/eg_musmn.htm

<http://www.mazika.com/amrdiab/>

EDITOR'S NOTE:

traditional medicine

Thailand

Cape Cod

Arabic music

NEWSROOM CHRONICLE**Kosovo Back-to-School : Kosovo Back-to-School**

1. What has the school experience been like for many ethnic Albanians? In what ways has it changed since the end of the war? What are students' and teachers' reactions to the changes?
2. As they watch the feature, students learn that a high school in Pristina actually had a brick wall dividing the majority of Albanian students from the minority Serbian students, who held a position of authority. What other nations or situations in world history can you think of that have segregated and/or discriminated against people this much? Have any of these situations ever been positive? What finally became of them? What might one learn from studying such repeated historic circumstances?
3. As is so often the case, children are the greatest tragedies in war. Web articles listed below allude to the plight of both Albanian and Serbian children as they prepare to return to school. Challenge your students to imagine themselves in the role of a teacher to a class of ethnic Albanian or Serbian school children. Ask: How might you begin the semester? What teaching goals would be most important to you after the past year's tragedies, and why? Have them write a main learning goal or two and a series of objectives (you may have to explain the differences between these) for their class.

LINKS:

http://news.bbc.co.uk/hi/english/education/newsid_394000/394586.stm

http://news.bbc.co.uk/hi/english/education/newsid_435000/435256.stm

EDITOR'S NOTE:

Kosovars

Pristina

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 10, 1999

Is it time to reenroll in CNN NEWSROOM? Call 1-800-344-6219. Or reenroll online at <http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:50... 01:50

TODAY'S NEWS ... 01:10... 03:00

Top Story ... 02:40... 05:40

Violence in East Timor draws the ire of the international community.

In The Headlines ... 01:35... 07:15

CLINTON ATTENDING APEC MEETING

YOUR DAILY DESK ... 00:35... 07:50

Editor's Desk ... 02:25... 10:15

The IMAX documentary "Wolves" allows viewers a new perspective on the wild canines.

WORLDVIEW ... 00:40... 10:55

Top of the World ... 03:00... 13:55

India's population hovers near one billion.

Who, What, Where? ... 02:00... 15:55

Tourists are flocking to Cuba for health services.

Culture Watch ... 02:45... 18:40

A 13-year-old Thai schoolgirl may become the next supermodel.

Short Take ... 02:40... 21:20

Japanese ingenuity devises the human washing machine.

NEWSROOM CHRONICLE ... 01:20... 22:40

Our World ... 02:40... 25:20

A Texas high school is proactive in the battle against school violence.

Look Ahead ... 01:45... 27:05

Starting Next Week: VIVENDO EN AMERICA

CNN NEWSROOM CLOSE ... 00:55... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Unrest in East Timor

1. What two interests are fighting for control of East Timor? Which side is primarily responsible for the violence there? What was the outcome of a recent referendum on East Timor's independence? How have pro-Indonesian forces reacted to that vote?
2. Why is a United Nations delegation on its way to East Timor? Why is it difficult to get accurate information about specific events there? What is the international community doing in response to reports of genocide by pro-Indonesian militia? What actions have individual nations taken? How might economic pressure be applied to Indonesia's government? How could international pressure on Indonesia backfire?
3. At the beginning of this story, we hear a comparison of the situation in East Timor to that of Kosovo several months ago. Challenge groups of students to test the relevance of this comparison by having them conduct research and construct charts comparing the major points of the conflicts in both places. Share group charts. Do students think there are lessons to be learned from the crisis in Kosovo? If so, how might these lessons be applied to the situation in East Timor? Discuss.

LINKS:

<http://cnn.com/ASIANOW/southeast/9909/09/e.timor.04/>

<http://cnn.com/SPECIALS/1999/indonesian.elections/indonesia.balkanization/>

<http://www.prica.org/indonesia/>

<http://www.geocities.com/Tokyo/9273/>

In The Headlines : In The Headlines

1. What is APEC? What are some of the political issues that will be part of the APEC meeting agenda? Why is the meeting between U.S. President Clinton and Chinese President Jiang Zemin especially significant? What economic issues face the APEC nations?
2. Inform students that nations often form alliances for trading purposes, known as trade blocs. Ask them to name some of the trade blocs of which they are aware. Point out that some economic alliances, such as NAFTA, are based on geography, while others, like OPEC, are centered on a common economic interest or product. Divide the class into groups, and have each group choose one trade bloc to research and profile. Have each group present its profile, including the focus of the alliance, its member nations, and the benefits these nations have derived from the alliance.

LINKS:

<http://www.apecsec.org.sg/>

<http://www.apec.org/>

<http://www.pecc.org/>

<http://www.ces.ncsu.edu/depts/agecon/trade/eight.html>

EDITOR'S NOTE:

B. J. Habibie

economic sanctions

International Monetary Fund

APEC

Jiang Zemin

YOUR DAILY DESK

Editor's Desk : IMAX Wolves

1. Where is Yellowstone National Park? When were wolves re-introduced into the park? Why had they been hunted to near extinction? Why is it difficult to film wild wolves? What did filmmakers have to do in order to make their documentary?
2. What do you think most people feel towards wolves? What are your beliefs about the animals? From where did you acquire your impressions of wolves? What did the filmmakers learn about them? What is the goal of their movie?
3. What are IMAX productions? Have you ever seen one? In what ways can they make their subjects seem "larger than life"? What is a documentary? How do documentaries differ from productions that are fictional entertainment? Can documentaries be entertaining? Explain your answer.
4. Challenge students to conduct research on wolves to learn more about their lives, habits, and interactions with people. Have students form groups and create presentations about what they have learned. Arrange for the groups to present their work to classes of younger students.

LINKS:

<http://www.imax.com/>
<http://nationalwildlife.org/wolves/index.html>
<http://nationalwildlife.org/wolves/thefilm.html>
<http://www.wolves-on-web.com/>

EDITOR'S NOTE:

IMAX
virtual reality
predator

WORLDVIEW

Top of the World : India Population

1. What comparisons are used in the news story to help you imagine India's population? To what is the growing population compared? How many people lived in India at the time it became independent 52 years ago? What past attempts has the government taken to try to lower the population?
2. Why is the large population such a problem? What have its impacts been on India so far? Where do most Indians currently live? Why are they moving to urban areas? How large are 25 cities in India? What is the population of the three biggest cities in India?
3. Using maps, the Internet, and other sources, have students compare the size of India with the United States. What is the population of the U.S.? What are the biggest cities in the United States, and what are their populations? Has anyone in the class ever been in one of those cities, or is your school in one? If students have visited one of these cities, ask them to relate what it was like.
4. Have students go to the U.S. Census Bureau "World POPClock Projection" to see how fast the world's population is growing (last website listed). The total number does not move as you watch, but if you click the "refresh" icon on your Internet browser, a new number will pop up. Have

students refresh at various rates: 5 seconds, 10 seconds, 30 seconds, 1 minute. Ask if they are surprised at the fast rate of population growth. Discuss how they think the world will care for the swiftly growing population.

5. The issues of birth control, overpopulation, and services needed to help such large numbers of people have been ongoing problems. Values and religious beliefs of many cultures add to the complexity of the issue of population control, but some governments, such as China, have gone to extreme measures to lower populations. Assist students in finding information about world overpopulation problems. Divide the class into groups and have each present a specific problem and possible solutions. As a class, discuss the feasibility of the suggested solutions.

LINKS:

<http://www.censusindia.net/>
http://www.oneworld.org/ips2/aug98/17_46_059.html
<http://communication.measureprogram.org/factsheets/india1.htm>
<http://www.ameristat.org/estproj/basics.htm>
<http://www.census.gov/cgi-bin/ipc/popclockw>

Who, What, Where? : Cuba Health

1. Why are more tourists going to Cuba lately? What two features are patients enjoying about Cuba's health care? What has the effect been on Cuba's economy?
2. If you needed an expensive operation, or wanted to have elective surgery, would you consider Cuba's health services as an option? Why or why not? Have students ask their parents what a typical trip to the doctor or to an emergency room costs (if insurance were not to pay for it). Were students surprised by these numbers?
3. While world tourists enjoy many reasons to vacation in Cuba, U.S. citizens are restricted from visiting Cuba. Have students research the reasons for this limitation. After they have gathered information, ask them to answer the following questions: Who has barred U.S. citizens from visiting Cuba, the United States or Cuba? Why? Would they like to visit Cuba? Why or why not? Do they think that the reasons U.S. citizens cannot go to the island are reasonable or unfair? If they needed an operation that they could not afford in the United States but could afford in Cuba, would they break the law to have the surgery in Cuba? Ask them to justify their answers.

LINKS:

<http://www.treas.gov/ofac/>
http://www.state.gov/www/regions/ara/us_cuba_index.html
<http://www.salon.com/travel/advisor/1999/08/19/advisor/index.html>
<http://cnn.com/TRAVEL/NEWS/9707/22/cuba.tourism/>

Culture Watch : Thailand Supermodel

1. Based on the news feature, how would you characterize Tidaduan Kantamala? Why do you think that John Casablanca believes she could be the next supermodel?
2. Why have no Asian women made it to the top of the modeling industry, according to Tidaduan? Based on what she says about herself, do you think that she will make it when other Asian women have not? What is her true ambition, and why? Would a job as a model help her to achieve her true goal? Explain.
3. Modeling agencies have been criticized for using young girls, having them meet demanding schedules that cut into their education and taking away childhood by dressing them to look years beyond their true age. Challenge students to learn more about the world of modeling and

fashion/makeup advertising. Ask one half of the class to defend the practices of youth modeling and the other half to oppose it. Guide them to think about secondary effects of the way in which women are depicted in modeling as well. For example, do they think that the choices of models affect the way women feel about their own bodies and men's expectations of women? How do your students define "beauty"? If their definitions are more about inner beauty and less about physical beauty, ask why they think so many people are preoccupied with appearance.

LINKS:

<http://www.newfaces.com/supermodels/>

<http://www.fair.org/extra/best-of-extra/seventeen.html>

<http://www.mediademocracy.org/MediaCultureReview/VOL98/3/readg.html>

Short Take : Japan Human Laundry

1. Why have Japanese engineers created a human washing machine? What are the benefits? How does this new invention compare to traditional Japanese baths? What would be the benefits and disadvantages of each?
2. Would you like to try out the human washing machine? Why or why not?
3. Challenge your class to list inventions of convenience that have become commonplace in the past 15-20 years. For example, while most adults can remember leaving the couch to change the TV channel, most teens have grown up with a remote control. Hold a discussion in which students consider how technology which requires people to exert themselves less and less may shape their culture and their attitudes.

LINKS:

<http://web.wwnorton.com/blurbs/fall95/031369.htm>

EDITOR'S NOTE:

overpopulation

health tourism

NEWSROOM CHRONICLE

Our World : School Safety

1. How is Permian High School like your school? How is it different? What kinds of safety measures has the school installed? From where did school administrators get the ideas for these measures? What kind of business is Sandia? Do you think this is a good school/business partnership? Why/why not?
2. What do some Permian students consider the most "imposing" aspect of their school's new security system? Why do some like the ID's? Some of the students feel the school's proactive approach to safety is a threat to their civil rights. Do you agree or disagree with them? State your rationale.
3. Generate a class discussion about the issue of school safety vs. personal freedoms. Referring back to the video, ask students to identify safety measures at Permian that could also be seen as infringements on personal freedom. Challenge each student to write an opinion paper on the issue

of school safety vs. personal freedom. How far should schools go to protect their students from the threat of violence?

4. Although school is a relatively safe place, some schools have found it necessary to increase their security in recent months. If your school has recently implemented increased security, ask an administrator to address the class on these measures. If there has been no change in security, generate a class discussion on the issue. Do students think increased security is needed at their school? If so, have the class articulate its concerns in writing to the principal.

LINKS:

<http://eric-web.tc.columbia.edu/administration/safety/>

<http://cnn.com/US/9803/25/school.violence.statistics/index.html>

<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa200.htm>

<http://www.pen.k12.va.us/VDOE/News/violprev.html>

EDITOR'S NOTE:

proactive

security system

barcode

penitentiary

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.

Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 13, 1999

Don't forget: Annual enrollment is required for CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at <http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:50... 01:50

TODAY'S NEWS ... 01:00... 02:50

Top Story ... 05:55... 08:45

Indonesia finally allows an international peacekeeping force into East Timor.

YOUR DAILY DESK ... 00:50... 09:35

Environment Desk ... 02:10... 11:45

Amphibian population declines could indicate larger problems ahead.

WORLDVIEW ... 00:35... 12:20

Top of the World ... 05:15... 17:35

Controversy surrounds an organization that is supposed to be de-mining Cambodia.

Culture Watch ... 02:50... 20:25

Some Chinese are learning to speak English loud and clear.

Sports Page ... 02:45... 23:10

Blind cricket players follow the ball by sound instead of sight.

NEWSROOM CHRONICLE ... 00:30... 23:40

Beyond the Game: Tonya Butler ... 03:40... 27:20

Place kicker Tonya Butler moves on to college football.

CNN NEWSROOM CLOSE ... 00:40... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Unrest in East Timor

1. Who is President Habibie? Why has he finally allowed the international community help in East Timor? What might the results be politically for Mr. Habibie? What is the reaction in the U.S.? What is Australia's role?

2. What does it mean to "save face"? How does Mr. Habibie's decision allow his military to save face? Why do you think that many believe the military had a role in the terrorism done by pro-Indonesia militias?
3. According to the news story, what do the people of East Timor need most in order to avoid a humanitarian disaster? Why do you think that it could be difficult for the international community to fulfill this need?
4. Once again, American troops are likely to be deployed in order to help people who are being victimized in a faraway land. Ask your students to discuss the role of the U.S. military. Do they agree or disagree with sending American soldiers to East Timor to keep the peace? Military troops have traditionally been known for going into battle. How do students understand the idea of troops being peacekeepers? Do they like this recent role? Do they think it is an accurate description of their role, or a euphemism? Ask them to defend their positions.

LINKS:

<http://www.cnn.com/ASIANOW/southeast/9909/12/e.timor.06/>

<http://www.cnn.com/ASIANOW/southeast/9909/10/etimor.04/>

<http://www.ctan.org/>

EDITOR'S NOTE:

Indonesia President B.J. Habibie
humanitarian disaster
East Timor
peacekeeping force
national sovereignty

YOUR DAILY DESK

Environment Desk : Amphibian Decline

1. What is happening to a large share of the global amphibian population? Where is this happening? What probable causes are suspected by scientists? What relationship does the story convey between human territorial expansion and animal diversity?
2. How do scientists use data on amphibians to predict the overall health of the ecosystems in which they live? What do you think Howard Hunt meant when he said, "When they start dying out, we better look out"? How can studying thriving populations help save dwindling ones?
3. This story mentions that biodiversity is an indicator of the health of an ecosystem. Challenge your students to gather biodiversity data on their own "living square" to determine the health of a nearby ecosystem. At an area near your school, have students:
 1. Section off a two-foot by two-foot square to study, outlining it with sticks and string. To study an ecosystem plentiful with amphibians, the location should be on the bank of a stream, since amphibians lay their eggs in water.
 2. At varying times of day have students observe their squares. Ask them to list and/or draw all plants and animals present there, making sure to record the time and date of each observation.
 3. Repeat this process for at least 10 times; the more observations, the better.
 4. Tell students to analyze their data by answering the following questions:
 - How many different species did you observe?
 - What times of day were each species the most numerous?
 - What factors do you think influence these numbers?
 5. Based on this data, would you conclude that this was a generally healthy ecosystem? Explain.

LINKS:

<http://cgce.hamline.edu/frogs/sciencecorner2.htm>

<http://www.npwrc.usgs.gov/narcam/>

EDITOR'S NOTE:

amphibian

diversity

ecosystem

WORLDVIEW

Top of the World : Cambodia Landmines

1. What danger do the Cambodian families interviewed in the video face on their own land? What are landmines? What is the CMAC? How is the organization supposed to be helping the landless poor? What charges have been leveled against the CMAC?
2. What is the Khmer Rouge? Why would allegations that the CMAC de-mined land belonging to a former Khmer Rouge leader cause problems for the organization? What has been the fallout from this scandal?
3. The organization Physicians for Human Rights calls landmines "indiscriminate weapons." Generate a class discussion about this phrase and its meaning. Landmines have attracted a great deal of international attention because of the innocent lives they continue to take years after they are deployed. Assist groups of students in learning more about the problem of landmines around the world and attempts to eradicate these weapons. Share group findings in class discussion.

EXTENSION: The U.S. has resisted signing an international treaty banning landmines. Why? In students' opinions, are there instances where landmines are weapons that should be used? Do students agree or disagree with the U.S. government's rationale? Discuss.

LINKS:

<http://www.refintl.org/demining/cammines.shtml>

<http://www.phrusa.org/research/landmines.html>

<http://www.phrusa.org/research/landpos.html>

<http://www.redcross.org/intl/cam2.html>

Culture Watch : "Crazy English"

1. Who is Li Yang? What is his technique for teaching English? How was this technique born? What are its benefits? Do you think this method has any drawbacks? Explain.
2. Do you study another language? If so, describe the method being used to teach you this language. Do you think Li Yang's method could help you become fluent? Why or why not?
3. No matter what method one uses to teach a language, there are some aspects of usage that are difficult to understand and learn. For example, in English, the words "flammable" and "inflammable" have the same meaning. There are phrases that may be confusing to a person learning English: We "drive on a parkway," but "park on a driveway." Challenge students to find more examples of "crazy" English and share them with the class. Divide the class into groups, and

have each group explain one confusing aspect of the English language to the class, as if the students were learning about it for the first time.

LINKS:

<http://www.lang.uiuc.edu/r-li5/esl/>

<http://www.ojohaven.com/fun/crazy.html>

<http://www.clta.on.ca/cltatest01.htm>

Sports Page : Sports Page

1. Why is blind cricket a "noisy game"? What sounds do the players hear as the game is being played? How do these sounds guide play? According to the video, how does cricket teach blind players spatial orientation?
2. What team is the current Blind Cricket World Cup champion? How are its players an inspiration to other blind individuals?
3. Survey students in your class to find out who participates in sports. Ask these students how being deprived of their sight would impact their ability to compete. Group students and challenge each to devise a way to make participation in one sport possible for blind individuals. Have groups share their ideas.

LINKS:

<http://www.blindsport.org.nz/pageindex.html>

<http://www.pond.com/~lzelvin/blindsports.html>

EDITOR'S NOTE:

landmines
Khmer Rouge
Beijing
wicket keeper
cricket
spatial orientation

NEWSROOM CHRONICLE

Beyond the Game: Tonya Butler : Beyond the Game: Tonya Butler

1. What makes Tonya Butler stand out in college athletics? Where is she currently attending school? Why did she choose this college? What does she hope to achieve in college?
2. Do you think that Ms. Butler has an opportunity to make a statement for women in athletics, given her unusual position on the football team? Why or why not? Does she want to? Why do you think that she pursues her position on the team? How has she done so far?
3. What other sports have women entered that were formerly men-only athletics? How has it turned out for them? Do you think that certain sports should be for men only? For women only? If no, explain. If yes, say which ones and explain your position.
4. Have students research one of the women athletes mentioned in the news story (Tonya Butler, Liz Heaston, Heather Sue Mercer) or another woman who has received recognition for ability in a sport that has been dominated by men. Have students make a poster about the athlete they researched that

includes something about their struggles and their sports accomplishments.

LINKS:

<http://www.totalcollegesports.com/news/19981031/fbo/981031.0185.html>

<http://chronicle.duke.edu/chronicle/1998/11/13/01FederalCourt.html>

<http://cavalierdaily.student.virginia.edu/Archives/1997/October/28/nsntbk.asp>

<http://storm.simpson.edu/~thesimp/archives/041698/kristy.html>

EDITOR'S NOTE:

all-star game

feminist

place kicker

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.

Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 14, 1999

Have the CNN NEWSROOM Daily Guide come to you! Join our listserv now and receive the Daily Guide every morning. Go to <http://turnerlearning.com>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:50... 01:50

TODAY'S NEWS ... 01:35... 03:25

Top Story ... 01:45... 05:10

Residents of Florida's East Coast prepare for Hurricane Floyd.

Saffir-Simpson Scale ... 01:00... 06:10

The Saffir-Simpson Scale is a 1 to 5 rating based on a storm's intensity.

Storm Surge ... 01:45... 07:55

A hurricane's storm surge causes most of its damage---and deaths.

YOUR DAILY DESK ... 00:45... 08:40

Health Desk ... 02:55... 11:35

Psychoanalysts distinguish between normal and pathological fan adoration.

WORLDVIEW ... 00:30... 12:05

Political Front ... 05:40... 17:45

Enraged by killing, Indians fight back at Pakistanis.

Taking Care of Business ... 02:55... 20:40

Young tech companies in Hong Kong look for office space from the country's tycoons.

Culture Watch ... 02:20... 23:00

A priest blesses dogs in hopes of gaining parishioners.

NEWSROOM CHRONICLE ... 01:30... 24:30

After The Bell: U.S. College Rankings ... 02:30... 27:00

A popular news magazine releases its annual college rankings.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Hurricane Floyd

1. How are residents of coastal Florida preparing for Hurricane Floyd? Why is there a heightened level of anxiety in South Florida everytime a hurricane threatens? To what extent can people prepare for a hurricane?
2. Challenge groups of students to use the Internet and other resources to compare Hurricane Floyd's current status (e.g., strength, size) to that of other hurricanes experienced on the Atlantic Coast in recent years. Have each group display its information graphically, in either chart form or illustrations.
3. Using current data (the websites below may be of assistance), have groups of students plot the current position of Hurricane Floyd and make predictions about its landfall. Discuss any weather patterns, such as fronts and pressure systems, that could steer Floyd or influence its path.

LINKS:

<http://www.nhc.noaa.gov/>
<http://www.nws.noaa.gov/>
<http://www.aoml.noaa.gov/general/lib/laescac.html>
<http://cnn.com/>

Storm Surge : Storm Surge

1. What is the storm surge? To what moving vehicles is the storm surge compared in the video? What percentage of a hurricane's deaths are caused by the storm surge? How do you think this fact underscores the importance of coastal evacuations?
2. How big was the storm surge of Hurricane Andrew? How does that compare to the storm surge expected from Hurricane Floyd? Based on these facts, what kind of damage would you expect Hurricane Floyd to cause in coastal towns?

LINKS:

<http://www.aoml.noaa.gov/general/lib/stormsurgey.html>
<http://www.aoml.noaa.gov/general/lib/stormf.html>
<http://windows.ivv.nasa.gov/earth/Atmosphere/hurricane/surge.html>
<http://www.nws.noaa.gov/er/mhx/surgsaft.htm>

EDITOR'S NOTE:

Hurricane Floyd
Hurricane Andrew
Saffir-Simpson Scale
storm surge
friction

YOUR DAILY DESK

Health Desk : The Psychology of Fans

1. Why do teenagers worship celebrities? What is the difference between typical and pathological fan adoration? Give an example of each.
2. Why do you think some people develop pathological emotional attachments to celebrities? In your

opinion, what are the differences between infatuation and admiration, and infatuation and true love?

3. Have students define the term "mental illness" and discuss what it means to be delusional. Inform students that there are several different types of delusions. The type of delusion described in the video is called an "erotic delusion," when people begin to believe that they are romantically loved by another, usually someone of higher status or a celebrity. Next, refer groups of students to multimedia resources, including the websites below, to prepare presentations about a psychological disorder in which delusions are a symptom, such as Delusional (paranoid) Disorder, Schizophrenia or Bipolar Disorder (Manic Depression). Following the presentations, have students identify the ways a fanatical fan might impact a celebrity's life, and what can be done to address these issues.

LINKS:

<http://www.psych.org/>
<http://www.mhsource.com/expert/consumer.html#diag>
<http://www.mhsource.com/expert/exp1060898f.html>
<http://www.mhsource.com/hy/paranoia.html>

EDITOR'S NOTE:

idol worship
 delusional
 celebrity
 psychology

WORLDVIEW

Political Front : India Nationalism

1. Why did so many mourn 23-year-old Captain Amid Verma? In what other ways are Indians remembering their dead, killed by Pakistanis? How have the young reacted?
2. One person interviewed on the news feature states that "It's a good thing that patriotism has come...to the youth and the people, and it should do good for the country." Do you agree or disagree? Explain your answer. How does this view contrast with that taught by Mahatma Gandhi?
3. What are the country's political parties telling the citizens of India? How do you feel about what they are saying? What is propaganda? Do you think that the parties are using propaganda to sway citizens to their viewpoint? Why or why not?
4. Mahatma Gandhi was a great Indian leader in the early part of the 20th century. Ask students what they already know about him, and ask them to do further research. Based on what they learn, ask them to write a response to the news feature using the persona of Gandhi.

LINKS:

<http://cnn.com/ASIANOW/south/9909/02/india.pakistan.01/>
<http://cnn.com/ASIANOW/south/9908/13/india.pakistan.02/>
<http://www.mkgandhi.org/>
<http://www.kamat.com/mmgandhi/mmgandhi.htm>
<http://carmen.artsci.washington.edu/propaganda/home.htm>

Taking Care of Business : Hong Kong Tech

1. Who is James Liu, and what is his plan? What benefits would the plan offer both the tech companies and the established financial tycoons of Hong Kong?
2. What does it mean for a company to "go public"? How would that help initial investors? In what ways does this constitute speculation?
3. Ask students to learn how entrepreneurs get started in their own country. Have students form groups and have each create an idea for a new company. From where would they plan to get financial backing, and how would they convince those parties to invest in their idea?

LINKS:

<http://linux.agsm.ucla.edu/ipo/>

<http://pennystockinsider.com/invest/invest.htm>

<http://www.iii-asia.com/>

Culture Watch : Bolivia Dogs in Church

1. Why did the Bolivian priest ask people to bring their dogs to church? What was the response? Why do you think so many people bring their dogs to church when these people had not previously attended services?
2. Do you have a pet? What kind of relationship do you have with it (or with other animals, if you do not have your own pet)? Do you think that animals are important to humans? Explain.
3. Ask students to create and write about a ceremony that is meaningful to them that would recognize something - a person, a pet, or something else - that is important in their lives. Ask them to also write about their choices in honoring this person, place, or thing. The priest in the story uses holy water. What symbols do students choose, and why?

LINKS:

<http://www.kdla.state.ky.us/arch/hounds.htm>

EDITOR'S NOTE:

cremation
effigy
patriotism
entrepreneur
tycoon
Bolivia
canine
priest

NEWSROOM CHRONICLE

After The Bell: U.S. College Rankings : After The Bell: U.S. College Rankings

1. Which college has been ranked Number One by *U.S. News & World Report* in its annual ratings? Which school held the top spot last year? What other schools are in the Top Ten?
2. What factors does the magazine take into account when ranking the colleges? What factors do most students take into account when choosing a college? What are some criticisms of *U.S. News & World Report's* ratings system? Do you think the magazine's rankings are accurate? Why/why not?

3. Ask students how they would rank local or regional colleges in your area. First, determine what factors they would use to determine their rankings, such as location, size, cost, courses offered, student/faculty ratio, etc. Next, have the class determine the ratings system they want to use. Divide the class into groups and have each group select one college/university to research. Direct each group to assign a rating to each of the factors determined by the class as important. Reconvene the class and have each group reveal its ratings per category. Compile the data from each group to create an overall ranking chart for the colleges surveyed. Discuss the significance of this information as well as important considerations that are not covered by this kind of rating system.

LINKS:

<http://www.usnews.com/usnews/edu/>

<http://www.advocacy-net.com/admissionsmks.htm>

<http://www.usnews.com/usnews/edu/college/costrat.htm>

EDITOR'S NOTE:

methodologies

student/teacher ratio

graduate placement

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.

Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 15, 1999

Teachers: Today's program is a special LIVE edition devoted entirely to Hurricane Floyd. The program was carried LIVE at 4:30 a.m. ET. It is not closed-captioned.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:50... 00:50

Top Story ... 04:15... 05:05

One of the strongest storms of the century eyes the Southeastern U.S.

Titusville Report ... 03:20... 08:25

CNN's John Zarrella reports from Titusville, Florida.

Saffir-Simpson Scale ... 00:35... 09:00

The Saffir-Simpson Scale is a 1 to 5 rating based on a storm's current intensity.

Jacksonville Report ... 03:20... 12:20

Many chose to spend the night in shelters in Jacksonville.

Georgia and South Carolina ... 04:00... 16:20

To the North, coastal residents of Georgia and South Carolina headed inland as the storm advanced.

Storm Surge ... 01:10... 17:30

The storm surge is a mound of water ahead of the hurricane.

Hurricane Stress ... 02:40... 20:10

Impending natural disasters can cause high levels of stress.

Strongest Hurricanes ... 02:40... 22:50

Hurricanes can be devastating to life and property.

Comparing Floyd ... 02:35... 25:25

Floyd evokes memories of a recent killer storm in Florida, Hurricane Andrew.

Hurricane Update ... 02:15... 27:40

CNN meteorologist Orelon Sidney presents an update on the hurricane.

CNN NEWSROOM CLOSE ... 00:20... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

Top Story : Hurricane Floyd

1. What was Hurricane Floyd's position, direction and strength as of early this morning? When and where is the storm predicted to make landfall? What factors could change this forecast?
2. How does a hurricane develop? What factors "feed" a hurricane and make it stronger? What factors tend to make a hurricane lose intensity and fall apart? Assist student groups in researching the answers to these questions. Challenge each group to create a visual that describes the "life cycle" of a hurricane. Post group work in the classroom. Have students predict the next likely stage in the "life" of Hurricane Floyd.

LINKS:

<http://www.cnn.com/WEATHER/storm.center/index.html>
<http://hurricane.terrapin.com/>
[http://ww2010.atmos.uiuc.edu/\(Gh\)/guides/mtr/hurr/home.rxml](http://ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/hurr/home.rxml)
<http://explorezone.com/weather/hurricanes.htm>

Titusville Report : Titusville Report

1. Locate Titusville, Florida on a U.S. map. What was the scene in this city early this morning? Although Hurricane Floyd was offshore, how was it impacting the weather there? How its impact from a distance give us insight into the size and strength of this storm?
2. What major U.S. installation is located near Titusville? How has NASA prepared for the storm? What other businesses and attractions closed due to the threatening hurricane?
3. How important do you think it is for media professionals to be at the scene of the hurricane? Do you know anyone near the path of Floyd about whom you are worried? Does the media help you stay sufficiently informed about the well-being of people in the area? Would you be willing to risk your life in order to inform others about a disaster or crisis scene? Why or why not?

LINKS:

<http://www.cnn.com/WEATHER/storm.center/>
<http://www.nws.noaa.gov/>

Jacksonville Report : Jacksonville Report

1. Where is Jacksonville, Florida located? At the time of this report, where was Hurricane Floyd in relation to the city? What effects of the storm were being felt in Jacksonville earlier this morning? How have local residents prepared for this hurricane? Although the hurricane was not expected to make landfall in Jacksonville or Titusville, why do you think many people spent the night in shelters?
2. There are always some people that refuse to leave the scene of a natural disaster. Why do you think that they choose to stay? What would you do were you in the situation? Explain your reasons.

LINKS:

<http://www.coresw.com/~ddemko/atltrop.html>
<http://www.redcross.org/disaster/safety/hurrican.html>

Georgia and South Carolina : Georgia and South Carolina

1. What is a "mandatory evacuation"? Why do you think officials order people to leave their homes when major storms approach? Have you ever faced a mandatory evacuation because of a natural disaster or storm? If so, describe your experience.

2. How did the approaching hurricane affect transportation throughout Georgia and the Carolinas? What is significant about a "state of emergency" declaration?
3. What is FEMA? Assist students in conducting research to learn more about FEMA and its role in coordinating government emergency efforts on different levels. Share student information in class discussion. Do students think this role is an appropriate one for the federal government? Why/why not?
4. Where is Parris Island? What actions are the U.S. Marines taking there in anticipation of Hurricane Floyd? What is the status of their preparations?

LINKS:

<http://www.fema.gov/library/hurricaf.htm>

Hurricane Stress : Hurricane Stress

1. What do psychologists say that many people experience during times of natural disasters? What are their symptoms? In what ways can they affect health? What can people do to alleviate the stress?
2. What types of severe weather warnings or natural disasters have you experienced in your town? How did you feel when you heard the warning? What did you do? Did your preparations ease your tension, if you were anxious?
3. Be sure that students know how to care for themselves in the event of a natural disaster in your area. Ask someone who works on an emergency planning board in your town to visit your classroom and explain steps people need to take when a disaster strikes. Have students create posters that attract attention so that others will stop to read them and that explain how to be ready in the event of a natural disaster in the community.

LINKS:

<http://www.cnn.com/HEALTH/9909/14/hurricane.stress/>

<http://www.fema.gov/library/hurricanf.htm>

<http://www.nassauredcross.org/sumstorm/hurricaf.htm>

<http://www.readcross.org/disaster/safety/hurricane.html>

Strongest Hurricanes : Strongest Hurricanes

1. Name some of the hurricanes that have been the strongest to hit the U.S. this century. How are hurricanes measured? What kinds of damage is a Category 5 hurricane capable of doing? Which Category 5 storms have hit the U.S.? Where did these storms cause the most damage and loss of life?
2. What is the most violent part of the hurricane? Why do you think this is so? What aspect of a hurricane is the most deadly? What other meteorological problems can be caused by hurricanes? Why is it a bad idea to try to "outwit" a hurricane?
3. As of airtime, Lloyd was a "Category Four" hurricane. What does this mean? Group students to research the origin and categories of the Saffir-Simpson Scale. Share findings in a class discussion. How is the scale useful to meteorologists in preparing the public for a storm?

LINKS:

<http://www.macontelegraph.com/special/hurr/hurr.htm>

http://www.worldbook.com/fun/bth/hurricane/html/hurricanes_.htm

Comparing Floyd : Comparing Floyd

1. To what recent hurricane is Hurricane Floyd being compared? How does Floyd compare to Andrew in size and strength? Where did Andrew make landfall? Describe its effects on life and property in South Florida.
2. What are some of the memories people in this region have of Hurricane Andrew? Why were many residents of South Florida angry after the storm did its damage? According to the video, what was the worst part of the storm for its survivors? As bad as Hurricane Andrew was, which Florida storm this century was even more devastating?
3. The Category 5 Hurricane of 1935 killed more than 400 people in the Florida Keys. In those days, there was little advance warning for hurricanes. How has modern technology enabled us to prepare for hurricanes and protect life and property? Have groups of students research what we know about hurricanes and list these facts. Share group lists and discuss how technological advances have helped improve the survival rate for those living in hurricane prone areas. Focus students on advance warning systems, hurricane forecasting, and stronger building materials and codes in the discussion. Then ask students to consider what we don't know about hurricanes. Why is hurricane forecasting still not an exact science? What advances do students think they will see in their lifetimes that may reduce the human, environmental and economic costs of hurricanes? Discuss.

LINKS:

[http://ww2010.atmos.uiuc.edu/\(Gh\)/wwhlpr/hurricane_andrew_summary.rxml?hret=/abt/aknw/arch/9208](http://ww2010.atmos.uiuc.edu/(Gh)/wwhlpr/hurricane_andrew_summary.rxml?hret=/abt/aknw/arch/9208)
<http://www.redcross.org/disaster/safety/hurrican.html>

Hurricane Update : Hurricane Update

1. Challenge students to learn more about predicting and tracking hurricanes using the websites listed and other resources. Ask them to create a project on points that most interested them, such as charts tracking Floyd, a poster containing scientific questions and answers about hurricanes, or something similar.

LINKS:

[http://ww2010.atmos.uiuc.edu/\(Gh\)/guides/mtr/hurr/home.rxml](http://ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/hurr/home.rxml)
<http://explorezone.com/weather/hurricanes.htm>
<http://www.macontelegraph.com/special/hurr/hurr.htm>
http://www.worldbook.com/fun/bth/hurricane/html/hurricanes_.htm

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 16, 1999

Teachers: Today's CNN NEWSROOM has been preempted to allow continuing coverage of Hurricane Floyd. The discussion questions and activities that follow may be used to help your students better understand this news story.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

Hurricane Floyd ... 28:00... 28:00

CNN continues expanded coverage of Hurricane Floyd.

----- CNN NEWSROOM STORIES -----

Hurricane Floyd : Hurricane Floyd

1. What areas have been affected by Hurricane Floyd so far? What kinds of destruction has it created to this point? What has been remarkable about its size? What is the Saffir-Simpson Scale? What is the current category rating of Hurricane Floyd? Find out the size of wind gusts, storm surges, and damages that are predicted for that category of storm.
2. What have been the effects of Hurricane Floyd on people who are or may be in the path of the hurricane? What is remarkable about the evacuations? Why do you think so many have been told to leave their homes? If you were in the projected path of the hurricane and had to evacuate, what would you absolutely want to take with you, and why?
3. If you were in the predicted path of Floyd and were forced to leave your home, but the hurricane did not touch down where you lived, how would you feel? Would you be angry that you had to evacuate, happy that you took precautions (even though they were a burden), or simply relieved? Explain.
4. Observe scenes of people who have had to be evacuated from their homes. What do you think it would be like to spend time in a shelter? What could you do for yourself to make the experience more manageable? How are people who live outside of the disaster areas able to help those who reside in them? What supports have been set up to allow outside aid to help the hurricane victims?
5. Major storms can be very costly, in terms of lives and property. How many lives were lost due to Hurricane Andrew? What were the damage estimates? How does this compare to the effects of Hurricane Floyd so far? How can businesses and homeowners protect themselves from financial ruin when natural disasters strike? In what ways does the federal government help?
6. What other natural disasters compare to hurricanes in terms of danger and destruction? Is the area in which you live susceptible to any of these occurrences? How are you instructed to prepare for them in order to protect yourself? Assist students in learning how local authorities inform residents of impending disaster, and what actions residents should take.
7. Have students conduct research to learn more about the scientific makeup of a hurricane. What

conditions are conducive to hurricane formation? Where do most Atlantic hurricanes originate? What are the "stages" in the "life" of a hurricane? How do scientists label their components? Which part of the hurricane is the most severe? What effect of hurricanes causes the most deaths? How can people protect themselves from this deadly effect? Share student findings and discuss.

8. Direct students to pay attention to what the predictions about Floyd's next move will be, and follow broadcasts as the storm center progresses. How accurate were the predictions? Have students read through some of the hurricane websites to better understand how scientists predict hurricanes. Why are hurricanes not completely predictable? What is the difference between a hurricane watch and a hurricane warning? Discuss.

LINKS:

<http://www.nhc.noaa.gov/>

<http://www.hurricanehunters.com/>

<http://www.cnn.com/WEATHER/9708/23/hurricane.andrew/index.html>

<http://www.fema.gov/>

<http://www.cnn.com/WEATHER/storm.center/>

<http://www.cnn.com/US/9909/15/evacuation.family/>

<http://www.fema.gov/kids/hurr.htm>

<http://www.cnn.com/NATURE/9909/07/storms.cnn/>

EDITOR'S NOTE:

storm surge

Saffir-Simpson Scale

evacuate

eye of the hurricane

hurricane watch

hurricane warning

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.

Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 17, 1999

Get a heads-up on forthcoming NEWSROOM segments. Subscribe to our CNN NEWSROOM programming e-mail newsletter at http://turnerlearning.com/cgi-bin/mail_list.cgi.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 00:45... 02:25

Top Story ... 02:35... 05:00

Floyd leaves a legacy of floods and destruction along the U.S. Atlantic Coast.

YOUR DAILY DESK ... 00:30... 05:30

Editor's Desk ... 02:10... 07:40

Not all the fashion is on the runway during New York's Fashion Week.

WORLDVIEW ... 00:20... 08:00

Sports Page: Australian Olympics ... 03:50... 11:50

Sydney, Australia, prepares for the 2000 Olympics.

Culture Watch ... 03:30... 15:20

A Chinese institute designs an ornamental garden for Portland, Oregon.

NEWSROOM CHRONICLE ... 00:20... 15:40

Viviendo en America: Overview ... 04:05... 19:45

Hispanic-Americans will soon become the largest minority in the U.S.

Viviendo en America, Part I ... 06:50... 26:35

Young Hispanic-Americans balance their parents' culture with their new identities.

CNN NEWSROOM CLOSE ... 01:25... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Hurricane Floyd

1. List some of the states affected by Hurricane Floyd's heavy rains and winds. Near what North Carolina city did Floyd make landfall early Thursday morning? How did residents of the area react to the storm? What category of hurricane was Floyd when it hit the Bahamas? How did the storm change as it moved North?

2. In spite of its weakening, what major problems did Hurricane Floyd inflict on the Mid-Atlantic states? Why was rain the last thing this region needed? Why have evacuated residents been told to take their time coming home?
3. As Hurricane Floyd proceeded up the East Coast, it caused loss of life and property, but also had a negative impact on travel and business. Divide students into groups and challenge each to come up with a list of ways that Floyd "cost" business. Prompt students to consider travel delays, canceled hotel reservations, closed stores and restaurants, lost wages, etc. Have each group share its list. Discuss the storm's varying degree of impact on different businesses. Invite a local businessowner or manager to the class to discuss how businesses recover from natural disasters.

LINKS:

<http://cnn.com/WEATHER/9909/16/floyd.07/>

<http://cnnfn.com/news/specials/hurricane/>

<http://www.aoml.noaa.gov/hrd/tcfaq/tcfaqHED.html>

EDITOR'S NOTE:

downgraded
tropical storm
recede
Wilmington, N.C.

YOUR DAILY DESK

Editor's Desk : Dress to Impress

1. Describe some of the fashions seen in this segment. Why do you think these people were wearing these styles? Why do you think some celebrities put their young children in designer fashions? Do you think they are trying to make a fashion statement by doing this? Explain.
2. What kinds of "uniforms" are seen in the video? Have you ever had to wear a uniform? Explain. Do you think uniforms can be "fashionable"? Why/why not?
3. Have students conduct research into New York's role in the fashion world, and share their findings. Discuss how the city's Fashion Week and Fashion Center create a source of revenue and jobs for many around the world.
4. Have students spend an hour in a public place, such as a park, shopping center or business district and just "people-watch." What do they notice about what people are wearing? What styles seem to be the most popular? Are clothes a reflection of the culture of a society? Direct students to write down their observations and share them with the class. Do students think that "clothes make the man/woman," or should one not "judge a book by its cover"? Discuss.

LINKS:

<http://www.fashioncenter.com/main.html>

<http://www.cnn.com/CNN/Programs/Style/index.html>

<http://www.electra.com/arcfilem.html>

EDITOR'S NOTE:

fashion statement

runway
designer

WORLDVIEW

Sports Page: Australian Olympics : Sports Page: Australian Olympics

1. What are the predictions about the money to be made at the 2000 Summer Olympics? Why are some Australian businesspeople worried? What shortages are anticipated, and what will that do to the prices? What product has Angus Hartley designed for the Olympic market? What does he have to say about small businesses' ability to cope with the event?
2. Do you think that visitors to Australia will be angry if prices are high during the Olympics, or will they expect it? Explain your answer. Have you ever attended a major sporting event? How do prices for food and other items at the venue compare to prices you would normally pay for these same items at home? If there is a difference, why do you think that is so?
3. Would you want to attend an event as big as the Olympics? Why or why not? What inconveniences might you encounter? Do you think that the excitement of the events would outweigh the difficulties caused by such a large crowd? How might you prepare yourself to handle the crowded situations calmly?
4. Ask students: If you were going to the Summer Games in Sydney, Australia, what details would you want settled before departing? After students make their lists, have them search websites and other resources to learn about the preparations Sydney has made so far to welcome visitors to the 2000 Olympic Games. Are the students' details addressed sufficiently? If not, ask students to propose solutions that could help alleviate the problems and concerns of visitors.

LINKS:

<http://www.sydney.olympic.org/eng/>
<http://www.global.net.au/~gregs/games/>
<http://www.nbcolympics.com/frameset.fhtml>
<http://www.sydney.com.au/>

Culture Watch : China Garden

1. Why would Portland choose the Suzhou Institute to create its Chinese garden? For what do Chinese citizens use Suzhou gardens? What, besides plantings, are important elements in Suzhou gardens? What religious heritages do these landscapes reflect?
2. Why couldn't Portland landscape architects create a Suzhou garden? What made it difficult for the Chinese to design a garden for the U.S.? What do you think of the gardens, as depicted on the news story? Do you believe that just any garden landscape professional could design such a garden? Why or why not?
3. Ask students to design gardens that reflect their own values and principles. What would they include, how would they place the elements, and why?

LINKS:

<http://www.chinavista.com/suzhou/tour/garden.html>
<http://202.102.14.2/yuanlin/en/yl.htm>
<http://newpaper.asia1.com.sg/journey/travel/echina/ccszhou.html>

EDITOR'S NOTE:

Sydney
UNESCO
Suzhou
artisan

NEWSROOM CHRONICLE

Viviendo en America: Overview : Viviendo en America: Overview

1. As of July of 1999, what percentage of the U.S. population was comprised of Hispanics? What is their average age? What factors have enabled Hispanics to increase their proportional representation in the U.S. population?
2. Discuss some of the other demographic information about Hispanic-Americans offered in this segment. Based on this information, what conclusions can one draw about the Hispanic population in the U.S.? Although they are united by a common language, how are Hispanics diverse?
3. What country is home to most Americans with Spanish surnames? What other regions and countries are represented among U.S. Hispanics? Why are Hispanics of Puerto-Rican origin different from other Hispanics? Why did many Cuban-Americans come to the U.S.? How are their attitudes setting a trend for future generations?
4. What factors have contributed to a U.S.-bound migration of people from Central and South America? How has the Hispanic population in the U.S. made gains in education over the last decade? How might educational gains be the key to greater political clout for Hispanics in the coming years?
5. As a class, have students secure past and recent population statistics on your community, city and state to determine whether its demographics are changing. Have the number of Spanish-speaking residents of your community, city and/or state increased? If so, what factors do students think are responsible for the increase? Discuss how shifting population trends have political, economic and social impact.
6. The term "La Raza" is sometimes used to refer to Spanish-speaking people of the world. Challenge students to find out the origin and meaning of this term. Then, after brief discussion, remind students that even though they speak the same language, Hispanics come from many different countries and cultures throughout the world. In observance of Hispanic Heritage Month, have each student research and present a report on one of the Spanish-speaking nations, including its history and its culture.

LINKS:

<http://www.census.gov/population/www/socdemo/hispanic.html>
<http://www.nclr.org/about/nclrfaq.html>
<http://rinconassoc.com/top30.html>

Viviendo en America, Part I : Viviendo en America, Part I

1. What nationalities are represented by the four teenagers profiled in this segment? Why do you think Felice does not want to be called "Hispanic," even though the other teens accept that label? Where was Rodrigo born? Does he feel like a minority? Explain.
2. According to Felice and Cristina, what is it that binds Hispanics together? What role does family

play in their culture? Would you be comfortable with this kind of family togetherness? Why/why not?

3. What reactions do the teens offer to all the media attention on Hispanics? Do they consider Ricky Martin a role model? Explain. Who are their role models? Why do they admire these individuals? While they are thankful for their Hispanic heritage, why are these teens also happy that times have changed?
4. If you have any Hispanic-American students in your class, ask them to relate some of their family traditions and practices, or share some of their families' favorite foods with the class. Generate a class discussion about the common threads among different cultural practices that involve the family, such as eating together, observing holidays, etc.
5. Challenge each student in your class to locate and interview one individual of any age whose parent(s) emigrated to the U.S. from another country. Have the student ask his/her subject to explain the experience of living in two cultures, that of the "old country" and that of the U.S. What resistance did that person encounter to holding onto his/her cultural identity? What resistance did he/she encounter as he/she tried to establish an American identity? Share student interviews in class. Refer back to the video where Maria says "I was born in Miami, but I consider myself Hispanic." How have sons and daughters of other cultural backgrounds and generations found themselves in positions similar to Maria's?

LINKS:

<http://www.latino.com/heritage/>

<http://www.neta.com/~1stbooks/hero.htm>

<http://www.latinolink.com/heritage/1999/0914tany.htm>

EDITOR'S NOTE:

Hispanic
immigration patterns
Catholic tradition
minority
Miami
Fidel Castro
Latino
stereotypes

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 20, 1999

Don't forget: Annual enrollment is required for CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at <http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:50... 01:50

TODAY'S NEWS ... 01:10... 03:00

Top Story ... 02:55... 05:55

Thousands on the East Coast struggle in the aftermath of Hurricane Floyd.

YOUR DAILY DESK ... 00:45... 06:40

Environment Desk ... 02:40... 09:20

A federal court restricts state land use to protect an endangered owl in Arizona.

WORLDVIEW ... 00:50... 10:10

Top of the World ... 02:50... 13:00

Elephant poaching is on the rise in Kenya.

Information Please ... 02:15... 15:15

Kosovo peacekeepers return livestock to villagers in an attempt to promote peace.

Fast Fact ... 01:45... 17:00

An African game reserve uses technology to help save the cheetah.

Wild Kingdom ... 02:15... 19:15

Controversy brews over proposals to ban shark finning in Hawaii.

NEWSROOM CHRONICLE ... 01:30... 20:45

Kosovo's Young People ... 06:00... 26:45

Young Kosovars have had a painful real-life education in their exile.

CNN NEWSROOM CLOSE ... 01:15... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Hurricane Floyd

1. Which states were affected by Hurricane Floyd? List some of the specific damage caused by the

storm. Now that Floyd has passed, why are so many people still living in crisis situations? What are some of the hardships victims are enduring as they wait for flood waters to subside?

2. The report compares bringing food and water for victims to a "Berlin-style airlift." What was the Berlin airlift, and when did it occur? How do the two incidents compare, and how do they differ?
3. Have students recollect the worst natural disaster - or potential natural disaster - that they have ever endured or awaited in their home. What were some of the things that they did in preparation? If the crisis actually occurred, what did they do during the event? What did they do in the aftermath? If they have not actually lived through such an event themselves, ask them to interview other students or acquaintances who have. What were some of the coping mechanisms that worked best?

LINKS:

<http://www.cnn.com/WEATHER/9909/19/floyd.01/>

<http://www.usafe.af.mil/berlin/berlin.htm>

<http://www.cnn.com/WEATHER/9909/18/floyd.03/index.html>

EDITOR'S NOTE:

Hurricane Floyd
search and rescue teams
contamination

YOUR DAILY DESK

Environment Desk : Pygmy Owl

1. Why did a federal court rule to place building restrictions on 731 thousand acres in Tucson, Arizona? What is the reaction from environmentalists? Homebuilders? The state of Arizona? What developments are already present in the owls' range? What are the ramifications of enforcing this decision? How do builders expect this decision to impact housing costs in the Tucson area? Explain.
2. Who owns most of the land affected by the court-ruling? For what is the land designated now? How does the ruling affect the Amphitheater school district? What additional expenses will the school district incur if it has to change the location of its new school? Do you think the federal government should have the right to regulate a state's use of its own land when there is an endangered species living on it?
3. In restricting the development of this land, the federal government is enforcing the Endangered Species Act. Have your students research the Endangered Species Act to form their own opinions about how it should and should not be applied. Have students find out:
 - o Does the Endangered Species Act allow for enforcement exceptions when there is extreme human hardship? Explain.
 - o Does the law empower the federal government to restrict land use? If yes, under what conditions?

Since this story involves both science and law, have your students play the role of the judge assigned to rule on this science-oriented case. Have each student write an opinion paper/legal decision that states how he or she would rule on the issues. In this decision, students should address the positions of environmentalists, the state of Arizona, the Amphitheater school district and homebuilders. Have students share their decisions with the rest of the class and discuss who would and would not benefit from each ruling. Finally, compare the classes' decisions with the one rendered by the federal court.

LINKS:

<http://www.enviroweb.org/desertwatch/DW-CFPO.html>

<http://www.house.gov/kolbe/owl.htm>

<http://www.enn.com/ENN-News-Archive/1998/03/032498/pygmyowl.asp>

EDITOR'S NOTE:

cactus ferruginous pygmy owl

state trust land

habitat

conservation plan

WORLDVIEW

Top of the World : Elephant Poaching

1. What is poaching? According to the video, who is responsible for a renewed round of elephant poaching in Kenya? Why has poaching become attractive once again?
2. Are Kenya's wildlife authorities prepared to deal with the poachers? Explain. What advantages do the poachers have over the wildlife rangers? What have the authorities done to control poaching?
3. Why is there a sudden interest in the ivory trade? Have students work in groups to learn more about the international community's ban on the ivory trade and recent relaxing of the ban. The websites below should be of assistance. Share group findings. After a brief discussion, have students write position papers outlining their views on relaxing the ban on the ivory trade.

LINKS:

<http://www.mg.co.za/mg/news/97jul1/9jul-cites.html>

<http://www.mg.co.za/mg/news/97jul2/21jul-cites.html>

<http://www.nwf.org/nwf/intlwild/cites.html>

<http://www.panda.org/resources/publications/species/elephant/elephant5.html>

Information Please : Kosovo Pigs For Peace

1. Why are international peacekeepers finding and returning farm animals to Serb villages in Kosovo? How are some ethnic Albanians using the animals to bargain with the Serbs? Why do some Serbs see the peacekeepers' actions as an important first step toward peace in the region?
2. What is KFOR? What is this force's purpose in Kosovo? Working in small groups, have students conduct research to learn more about the Kosovo Crisis and the role of the international community in helping to resolve it. Share group findings. Discuss what other everyday actions KFOR troops might take to promote a sense of stability in Kosovo.

LINKS:

<http://www.centraleurope.com/special/kosovow/intro.php3>

<http://www.centraleurope.com/special/kosovow/chrono.php3>

<http://www.washingtonpost.com/wp-srv/inatl/longterm/balkans/balkans.htm>

http://news.bbc.co.uk/low/english/special_report/1998/kosovo/newsid_109000/109883.stm

Fast Fact : Cheetahs

1. What does "bred in captivity" mean? How do you think that being bred in captivity might affect an animal's natural instincts? How are the rangers in the video trying to determine whether the cheetahs bred in captivity are ready to be introduced into the wild?
2. Cite examples from the video in which technology is used to help increase animal populations and their ability to thrive in the wild. Can you think of other ways that humans use science and technology to help threatened species? Discuss.
3. Divide the class into groups. Have each group choose one species of the feline family to investigate and profile. Encourage groups to present multimedia productions that focus on the species' habitat, diet and place in its ecosystem and the global population.

LINKS:

<http://www.si.edu/organiza/museums/zoo/map/tsfiles/cheeta.htm>

<http://www.cheetah.org/index.htm>

<http://www.catbox.com/felines-l/links/>

Wild Kingdom : Shark Fin Fight

1. Who or what is preying on sharks in Hawaii? What is finning? Why is it a lucrative practice? Why do opponents of this practice claim it is wasteful and cruel?
2. Why is it difficult to get accurate information on the number of sharks being killed by finning? What is over-fishing? Do you think it is possible that sharks could be over-fished? Explain.
3. Assist students in using the Internet and other resources to learn more about sharks, their habitat and their diet. Ask: If the shark population is significantly affected by finning, how might the species' reduced numbers affect the shark's ecosystem? Challenge each student to draw a chart or diagram that illustrates how the rest of the marine food chain could be impacted, and discuss the effects of these changes on humans.

LINKS:

<http://www.sharkin.com/post/messages/1252.html>

<http://www.detnews.com/96/discover/9701/10/01060033.htm>

http://www.eurosolve.com/charity/spl/fin_trade.html

<http://www.seaworld.org/Sharks/diet.html>

EDITOR'S NOTE:

Kenya
poaching
black market
ivory trade
springbok
pride
uric acid
dorsal fin

NEWSROOM CHRONICLE

Kosovo's Young People : Kosovo's Young People

1. Why was Kukes, Albania, a likely spot for so many Kosovo exiles? What have young people

learned there? In what kinds of situations have they lived? How were young Albanians helping? In what ways did the tragedy these young people witnessed change them?

- 2. How has the situation for these young exiles changed since April, 1999? What has been cause for celebration, and what has been difficult for them to face?
3. Have you ever been helped by people your age when you were in a difficult situation? How did it make you feel? Did it cause you to initiate a similar act for someone else in need?
4. Ask students to consider situations in their own town in which young people need to solve specific problems, such as discrimination, gang pressure or drug sales. Perhaps they would like a safe teen center in which to meet. Have them consider how young people might work together to solve their problems. What kinds of work might they do to make the solutions a reality?

LINKS:

<http://cnn.com/WORLD/europe/9905/25/kosovo.refugees/>

<http://cnn.com/WORLD/europe/9905/09/kosovo.refugees/>

<http://www.albanian.com/main/countries/kosova/>

<http://www.disasterrelief.org/Disasters/990329Kosovo/>

EDITOR'S NOTE:

Kukes, Albania
forced migration
refugees
NATO

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 21, 1999

Receive information on our educational initiatives with TNT, TCM, and Cartoon Network.
Subscribe to the Turner Learning Programming e-mail newsletter at
http://turnerlearning.com/cgi-bin/mail_list.cgi.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 02:00... 02:00

TODAY'S NEWS ... 01:00... 03:00

Top Story ... 02:00... 05:00

Taiwan experiences a major earthquake.

In The Headlines ... 03:05... 08:05

CLINTON VIEWS STORM DAMAGE

TROOPS DEPLOYED IN EAST TIMOR

YOUR DAILY DESK ... 00:45... 08:50

Health Desk ... 02:10... 11:00

Medical experts identify health risks associated with body piercing.

WORLDVIEW ... 00:25... 11:25

Top of the World ... 03:10... 14:35

China works with international health organizations to cure preventable blindness.

Inside North America ... 02:35... 17:10

Brooklyn's Gowanus Canal reemerges from the mire.

NEWSROOM CHRONICLE ... 00:30... 17:40

Kosovo's Young People: Part II ... 05:15... 22:55

A young Serb and an Albanian witness the political changes in Pristina.

Zero-G: Part I ... 04:00... 26:55

Four young scientists prepare for the experiment of a lifetime.

CNN NEWSROOM CLOSE ... 01:05... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Earthquake in Taiwan

1. Locate Taiwan on a world map. What nation claims Taiwan as a province? Why does China consider Taiwan a "renegade" province? How does it differ from mainland China politically?
2. Where was the epicenter of the Taiwan quake located? When did the earthquake strike? How strong was this earthquake? To what recent quake is it being compared? Has Taiwan experienced other earthquakes? Why is this one significant?
3. How is Taiwan's history tied to its present political status? Have students work in groups to research Taiwan's history, especially since 1949, and share their findings. Review Taiwan's current political status. How might that status make it difficult for the Taiwanese to rebuild after this earthquake? Do students think the international community will respond with financial aid? Discuss.

LINKS:

<http://cnn.com/ASIANOW/east/9909/20/taiwan.quake.03/>
<http://taiwanresources.com/>
<http://ericir.syr.edu/Projects/Newton/12/Lessons/earthquk.html>

In The Headlines : In The Headlines

1. What region of the U.S. did President Clinton tour to see some of Hurricane Floyd's worst damage? Describe the damage caused by this storm. What aid is the federal government offering victims of the hurricane?
2. What does it mean when a state or area is declared a federal "disaster area"? Assist students in conducting research to learn more about the disaster area designation and how the federal government offers assistance to storm victims. Has your area ever been declared a "disaster area" by federal officials? If so, how did it benefit from federal help?
3. Why have international troops been deployed to East Timor? For how long has Indonesia ruled East Timor? How will the presence of international troops alter the political landscape there? How do the Timorese refugees feel about the presence of the international troops? Explain.

LINKS:

<http://www.senate.gov/~leahy/storm-2.html>
<http://www.disasterrelief.org/>
<http://www.mb.com.ph/main/9909/19sm01b.asp>
<http://straittimes.asia1.com.sg/reuters/as9909182.html>
<http://usatoday.com/news/world/nw1.htm>

EDITOR'S NOTE:

nationalists
Taiwan
renegade
unification
federal aid
Tar River
elite troops
humanitarian

YOUR DAILY DESK

Health Desk : Body Piercing

1. What health risks are associated with body piercing? Why do some medical experts recommend that parents wait as long as possible before allowing their children to undergo body piercing?
2. Why do you think body piercing has become so popular? Do you think minors should be required to obtain parental consent before undergoing body piercing procedures? Why/why not? What is your opinion about body piercing?
3. Inform students that according to recent research, body piercing carries a substantial risk of morbidity, and that most body piercing in the U.S. is being performed by unlicensed and unregulated individuals. Direct students to the websites below to learn more about the health risks associated with body piercing, including the risk of contracting HIV and other blood-borne infections, such as hepatitis B and C viruses. Next, divide your class into small groups. Have each group assume the role of a legislative body that is responsible for writing a proposal to support the regulation of body piercing practices in your state. Students should substantiate their arguments with factual health information. Have each group share its proposal and discuss.

LINKS:

<http://www.healthgate.com/cgi-bin/q-format.cgi?f=G&d=fmb97&m=965294&ui=99282628>

<http://www.pitt.edu/~cjm6/s97pierc.html>

http://www.cdc.gov/nchstp/hiv_aids/pubs/faq/faq27.htm

EDITOR'S NOTE:

body piercing
blood-borne infections
parental approval laws
unregulated

WORLDVIEW

Top of the World : China Blindness

1. What is Vision 2020? Why is China interested in participating in the Vision 2020 programs and goals? What percentage of the world's blind live in China? What are some of the reasons for this high percentage?
2. What is preventable blindness? What is cataracts? How can cataracts be cured? Have students conduct research to learn more about and report on forms of preventable blindness.
3. What is unusual about many doctors in China? What is a practice many of them have chosen as a result? What is Dr. Hong Xiubin's department now researching? Do you think that massage should be part of mainstream medicine as it is in China? Why or why not? Ask students to find out if their families' medical insurance pays for any alternative medical treatments, such as massage, chiropractic, or holistic medicine.
4. What are some of the advances at the Beijing School for the Blind? Challenge students to see how blind students are taught and accommodated in their own country. They may want to type the words "blind schools" into a search engine to find websites.
5. Allow your students to experience the challenges of being blind. Use scarves to blindfold half of the students and assign a five-minute activity. Ask the blindfolded students to figure out ways in

which they can work independently and ways in which they can work in pairs with sighted partners while still contributing to the activity. Then have the students switch roles and assign a different five-minute activity. After all the students have experienced both roles, discuss the activity in class. Ask: What did it feel like to go without sight? How were you able to work out different ways to contribute? How might we help people with disabilities become engaged in work, allowing them to contribute from their strengths?

LINKS:

<http://www.owsp.org/oneworldsightproject.htm>

<http://www.fldb.k12.fl.us/>

<http://www.who.int/>

<http://www.massageschools.com/>

Inside North America : Cleaning the Canal

1. Where is the Gowanus Canal? What makes Leonard Thomas' job especially unpleasant? What events brought the canal to its demise? Cite specific examples that illustrate how unhealthy the canal became. What measures have been taken to reverse the condition of the canal?
2. Are there areas in your community that need to be cleaned up? Where are they, and what needs to be done? Do you care about the sites? Why or why not? What could you do as an individual to convince the community to support a clean-up project?
3. Have students read through the websites about the Gowanus Canal, its history, and the efforts made to clean the canal. Cite the importance of residents' support of the environment and their community as a major reason for the efforts. Discuss the role of private citizens and community support in changing neighborhoods and making their area a safe and healthy one in which to live. Pose the question: What is the role of responsible citizenship in a democracy?

LINKS:

<http://gowanus.org/>

http://www.gowanuscanal.com/gowanus_canal/index.htm

<http://www.ci.nyc.ny.us/html/dep/>

EDITOR'S NOTE:

cataracts

judo

cesspool

hepatitis

cholera

toxic sediment

dredged

NEWSROOM CHRONICLE

Kosovo's Young People: Part II : Kosovo's Young People: Part II

1. What is Memblji Krasniqi's ethnic background? Why are these exciting times for him? What is Rade Vuksanovich's ethnic background? Why does he see this as the loneliest and the worst of times in Pristina?
2. What did Rade do when the NATO bombing started? What happened in Kosovo after a deal was

signed to halt the bombing in June? What is KFOR, and what is this unit's job in Kosovo? Did the intimidation of Kosovo Serbs work? Explain. How did it affect Rade?

3. How did the NATO bombing impact Membli's life? Explain how he was able to express himself politically as a result. How does Membli feel about the Serbs who want to live in Kosovo that weren't involved in the war? Do you think most ethnic Albanians would agree with him? Why/why not?
4. Direct students to work in small groups to research the Kosovo Crisis, focusing on the ethnic tensions that led to conflict. Encourage students to pursue both sides of the dispute over Kosovo (from both ethnic Albanian and Serb perspectives.) Then ask each student to use his/her information to write a radio address that he/she would choose to deliver to the people of Pristina. Allow students to take any positions on the issue of Kosovo in their address. Then have each student record his/her address on audiotape, and play it as if it were being broadcast on a Pristina radio station.

LINKS:

<http://www.chinadaily.com.cn/yugo/crisis/m714p3.htm>
http://www.cbcnews.cbc.ca/news/correspondents/durham_pristina.html
<http://www.washingtonpost.com/wp-srv/inatl/longterm/balkans/balkans.htm>
<http://www.suc.org/politics/kosovo/papers/DB-kosovo2.html>

Zero-G: Part I : Zero-G: Part I

1. How did the Tufts University students find out that their experiment had been accepted by NASA? Where will the experiment be conducted? What is the KC-135? What is zero-gravity?
2. Explain how NASA chooses which experiments it will undertake on the KC-135. Describe the "Rig" and its role in the Tufts students' experiment. What applications could they envision for their findings from this experiment?
3. Generate a class discussion about weightlessness. How might humans benefit from knowledge gained in a near-weightless environment? Divide the class into groups and challenge each to come up with a basic outline for an experiment to be conducted aboard the KC-135. Have groups share their proposed experiments and speculate as to possible outcomes.

LINKS:

<http://www.jsc.nasa.gov/coop/kc135/kc135.html>
<http://www.jsc.nasa.gov/>
<http://zeta.lerc.nasa.gov/facility/zero.htm>
<http://www.rit.edu/~andpph/ipt-zero.html>

EDITOR'S NOTE:

Pristina
 KLA
 zero-gravity
 anti-gravity
 fuel combustion

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 22, 1999

Earn in-service credit Integrating Television News into the Curriculum with CNN NEWSROOM.
For information go to <http://turnerlearning.com/courses/enrollment/intro.html> or call
1-800-344-6219.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:50... 01:50

TODAY'S NEWS ... 01:15... 03:05

Top Story ... 02:00... 05:05

Operation Warden is in full swing in East Timor.

In The Headlines ... 02:35... 07:40

TAIWAN QUAKE UPDATE

FLOYD'S ECONOMICS

YOUR DAILY DESK ... 01:35... 09:15

Business Desk ... 01:50... 11:05

The U.S. Government offers another option to help students pay for college.

WORLDVIEW ... 00:50... 11:55

Top of the World ... 07:35... 19:30

Nationalism is on display as China's 50th anniversary approaches.

Taking Care of Business ... 03:10... 22:40

British politicians make a statement with their clothes.

NEWSROOM CHRONICLE ... 00:35... 23:15

Zero-G: Part II ... 03:45... 27:00

Before riding the "Vomit Comet," students learn about the effects of weightlessness.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Operation Warden

1. What is the purpose of Operation Warden? Review the recent events that have prompted an international peacekeeping mission to East Timor. What statement did Indonesian President

Habibie make yesterday regarding the referendum on East Timor's independence? Why does he want the Indonesian legislature to accept independence for this land once claimed as part of Indonesia?

2. How are the international troops being received by many in Dili? Why was it important for peacekeepers to secure the port? Has the capital been secured by the peacekeepers? Describe what the peacekeepers are doing to achieve that goal.
3. Use this opportunity to have groups of students examine other international peacekeeping efforts in recent years. Have each group locate and select one peacekeeping operation to research. Direct groups to find information such as the name of the operation, its location and date, mission, duration and specific challenges that had to be addressed. Have each group present its findings and evaluate the success of that mission. After all groups have made their presentations, compare the past missions to Operation Warden. What lessons learned in the past can be applied to the situation in East Timor?

LINKS:

<http://cnn.com/ASIANOW/southeast/9909/21/e.timor.02/>
<http://www.prica.org/indonesia/general/fact.html>
<http://www.geocities.com/Tokyo/9273/>
http://www.state.gov/www/issues/apr96_un_peace.html
http://www.seattletimes.com/news/nation-world/html98/altunat_101398.html

In The Headlines : In The Headlines

1. Where was the epicenter of Taiwan's latest earthquake? What factors are hampering rescue efforts there? Why are some of the city's residents sleeping outside?
2. Why has this been an especially deadly month for earthquakes around the world? What factors have contributed to high death tolls in Turkey, Greece, and Taiwan as a result of recent earthquakes? Have students conduct research to learn more about the recent disasters and the reasons for their high mortality. What role did the locations of the earthquakes and structural integrity (of the urban buildings) have on the resulting death rates? Generate a class discussion about building codes and their importance. Is your area prone to any natural disasters? If so, challenge students to find out which structures are among the safest places to be in the event of such disasters, and why.
3. What have been some of the negative economic effects of Hurricane Floyd? What states could be hardest hit by these negative effects? How are a hurricane's economic consequences also "tidal"? Explain how a hurricane can actually boost a local or regional economy.

LINKS:

<http://cnn.com/ASIANOW/east/9909/21/taiwan.quake.04/>
<http://cnn.com/ASIANOW/east/9909/21/bc.quake.taiwan.trend.reut/>
<http://cnn.com/WEATHER/9909/21/floyd.03/index.html>

EDITOR'S NOTE:

Operation Warden
 B.J. Habibie
 Dili
 deployment
 Nantou
 epicenter
 Gross Domestic Product

YOUR DAILY DESK

Business Desk : Student Loans

1. According to the video, what are the average annual costs of attending public and private colleges? What are some expenses included in these costs?
2. What are some ways that students pay the cost of attending college? Differentiate among the major ways: scholarships, grants, work-study programs, and loans. Which of these types of financial aid have to be repaid?
3. Who sponsors the Direct Loan Program? How has the program promoted efficient loan service among different lenders and benefitted borrowers? What portion of the college loan market has the program enabled the federal government to capture? Why are some private lenders saying that the government has an unfair advantage in this business? Why are some private lenders challenging the legality of the government program?
4. Critics charge that an entity (the U.S. Government) that regulates a business should not take part in the business. Generate a class discussion on this idea. How does the government regulate the loan industry? Is there ever a time when an entity that regulates an industry is also a competitor? What effects would such an arrangement have on both the consumer and the industry? Do students think that the critics are justified in their claim that the government has an unfair advantage as a lender? Discuss.
5. Assist students in learning more about opportunities for student financial aid. Divide the class into four groups, and have each choose to research one of the following: scholarships, grants, work-study programs, loans. Direct each group to contact a local college or university to gather information on specific opportunities for financial aid within its chosen category. Groups may also wish to communicate with counselors and private benefactors and lenders as resources. Have each group make a formal presentation of its findings and discuss the positives and negatives associated with each kind of financial aid.

LINKS:

<http://cslf.com/>
<http://www.adventuresineducation.org/paying/HOME.HTM>
http://www.adventuresineducation.org/paying/ps_finance.htm
<http://www.ed.gov/offices/OPE/DirectLoan/>
<http://www.salliema.com/>

EDITOR'S NOTE:

scholarships
grants
Pell Grant
work-study programs
Direct Loan Program
private lenders
regulates

WORLDVIEW

Top of the World : China Nationalism

1. What kinds of preparations are occurring as the People's Republic of China nears its 50th anniversary? How are ordinary citizens enjoying the anniversary, as they will not be allowed in Tiananmen Square on the actual date? Why do you think they will be barred from attending?
2. What events in China's history cause feelings of humiliation among its people? Which city represents that legacy? How has China preserved that past in an effort to keep it from occurring again? Why is a strong defense important to the Chinese?
3. Why do you think that musical tributes are run daily on Chinese television? Who is Ai Jing? What is her appeal to Chinese patriotism? Why do authorities believe that Chinese patriotism is a good thing? Do you think that patriotism is a healthy trait? What about nationalism? In what ways are they similar, and how do they differ?
4. How do you understand the word "communism"? Who is Karl Marx, and what is his contribution to the philosophy of communism? What were some of his major beliefs? How might the Chinese government like the word "communism" to be understood? How is that understanding different from the traditional meaning of the word?
5. Challenge students to learn how political philosophies and the understanding of political words can change over time. The use of the word "communism" in this story is one example. Two other words with interesting histories are prominent in U.S. political history: "democratic" and "republican." Have students trace the meanings of these words through history and discuss how they have changed in meaning and intent.

LINKS:

<http://ps.ucdavis.edu/classes/pol129/SWE/communism.htm>

<http://www.centersds.com/>

http://historyguy.com/party_histories.html

<http://www.wisc.edu/nationalism/>

<http://web.inter.nl.net/users/Paul.Treanor/point.nationalism.html>

Taking Care of Business : Power Dressing

1. What Museum of London exhibition is presented in the news feature? What are some of the specific exhibits? What do the clothes "say" to you? Do they communicate power? Why or why not? What else does the museum director say is likely to be gone from the image of power, though it may have appeared in earlier times? What invention or inventions, and ensuing responses from the public, substantiate his view?
2. In what ways does the power dress of British politicians differ from that of U.S. politicians? What elements of clothes and style do you think signify power? What do you think it is about these clothes that signifies power to observers?
3. Challenge students to analyze the clothes they are wearing today, as well as those of their classmates. Are they able to come to a consensus on what certain styles of dress lead their peers to think about them? See if students can categorize different styles of dress within the school and interpret their meanings. Do they judge their peers by what they wear? Do they think that peers dress the way they do in order to be categorized in a specific way?

LINKS:

<http://www.museum-london.org.uk/MOLsite/menu.htm>

<http://www.dressingwell.com/home.htm>

<http://www.chicsimple.com/workclothes/>

<http://mnemosyne.oup-usa.org/docs/0192821229.html>

EDITOR'S NOTE:

ideology
nationalism
Marxist-Leninist
patriotism
The London Museum
British parliamentarians
prime minister

NEWSROOM CHRONICLE**Zero-G: Part II : Zero-G: Part II**

1. How is NASA's KC-135 different from other airplanes? Why is it nicknamed "The Vomit Comet"? Why is the Weightless Wonder an important part of NASA's space exploration program?
2. Explain how the plane achieves weightlessness for the crew and cargo on board. How long does zero gravity last on this ride? What is a parabola? How many parabolas will be flown on any given flight?
3. Describe the steps one must complete in order to earn a ride on the KC-135. How do candidates prepare for the experience of zero gravity? What is spatial disorientation? What is hypoxia? How does hypoxia affect most people? What does the training experience teach the students about relying on their instincts?
4. How does zero gravity affect the human body? Have students work in groups to learn more about zero gravity's effects and share their findings. Then challenge each group to come up with a question about weightlessness and its effects that could be measured in the form of a scientific experiment aboard a NASA spacecraft. Have each group share its question and explain how, by use of the scientific method, this question could be answered.

LINKS:

<http://www.sciam.com/askexpert/biology/biology10.html>
http://www.permanent.com/s_nograv.htm
<http://liftoff.msfc.nasa.gov/shuttle/lms/overview/mus.html>
<http://www-sn.jsc.nasa.gov/explore/data/leonews/leo394/kc135.htm>

EDITOR'S NOTE:

parabolas
spatial disorientation
hypoxia

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 23, 1999

Get a heads-up on forthcoming NEWSROOM segments. Subscribe to our CNN NEWSROOM programming e-mail newsletter at http://turnerlearning.com/cgi-bin/mail_list.cgi.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:50... 02:25

Top Story ... 04:05... 06:30

-Aftershocks hamper rescue efforts in Taiwan.

-China offers aid and political advice to the "renegade province."

In The Headlines ... 02:05... 08:35

U.S. SUES TOBACCO FIRMS

YOUR DAILY DESK ... 00:35... 09:10

Science Desk ... 02:30... 11:40

A scientist has found a way to repurpose NASA's ill-fated WIRE mission.

WORLDVIEW ... 00:45... 12:25

Top of the World ... 03:10... 15:35

Asian governments work to become Eastern Silicon Valleys.

Information Please ... 02:25... 18:00

A major exhibit reveals more information about the great ancient Mayan civilization.

Fast Fact ... 01:45... 19:45

A Japanese company develops a family robot.

Business Brief: eBay Baby ... 02:10... 21:55

Prank auction offers alarm website operators and authorities.

NEWSROOM CHRONICLE ... 00:50... 22:45

Zero-G: Part III ... 04:15... 27:00

It's time for the student-scientists to experience zero gravity.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Taiwan Quake

1. Describe the scene near the epicenter of Tuesday's earthquake in Taiwan. How has the town of Pu-Li been "bruised in every sense" by this catastrophe? What is especially striking about the damage that has occurred?
2. What are aftershocks? How did yesterday's aftershocks impact rescue efforts? What emotions do you think emergency service personnel are confronting as they go about their rescue mission? Explain.
3. How has China responded to the disaster that struck Taiwan? What words did China's Foreign Minister have for the Taiwanese? Has Taiwan accepted offers of aid from China? With whom does the United Nations communicate to coordinate its relief efforts to Taiwan, Taiwan or China? Why? Assist students in conducting research to learn more about current relations between Taiwan and China and discuss why China considers Taiwan a "renegade province."
4. Use this opportunity to help students explore earthquakes, why and how they occur, and the hazards they cause. Divide the class into groups and direct each to consult the Internet and other resources to learn more about this natural phenomenon. Share group findings in class discussion. Aftershocks are just one hazard resulting from an earthquake. Some of the others include fires (due to ruptured gas lines) and tidal waves. Has Taiwan experienced any of these hazards? How might they further complicate search and recovery efforts?

LINKS:

<http://cnn.com/ASIANOW/east/9909/22/taiwan.quake.02/>

<http://www.roc-taiwan.org/>

<http://taiwanresources.com/>

<http://www.taiwaninformation.org/view/us/talk101398.html>

<http://www.qis.net/chinalaw/othrchn1.htm>

http://vulcan.wr.usgs.gov/Glossary/Seismicity/what_causes_earthquakes.html

<http://nceer.eng.buffalo.edu/faqs/how.html>

In The Headlines : In The Headlines

1. Why is the U.S. Government suing the nation's biggest tobacco companies? How is the tobacco industry responding to these charges? What specific damages does the government attribute to the tobacco industry?
2. Why do you think the Philip Morris Company is choosing to fight this lawsuit? How could the lawsuit be devastating to the tobacco industry? How does the Justice Department respond to industry claims that it is trying to put tobacco out of business?
3. An attorney for Philip Morris has called the government's lawsuit "politically correct extortion." In class discussion, have students analyze this statement and explain what the spokesman means. Do students agree or disagree with him? Direct students to conduct research on both sides of this issue, the government's claim of fraud and illness caused by tobacco vs. the tobacco industry's claim that the suit is politically-motivated and will lead to its demise. Share student information in class. Challenge each student to write a position paper on the government's action: Do students believe it is justified?

LINKS:

<http://cnn.com/US/9909/22/tobacco.suit.04/>

<http://www.tobacco-litigation.com/vitalinf.html-ssi>

<http://www.forces.org/articles/files/libert01.htm>

EDITOR'S NOTE:

aftershocks
debris
diplomatic incidents
Department of Justice
fraud
deceit
extortion
bankrupting

YOUR DAILY DESK**Science Desk : Space Treasure**

1. What caused WIRE to malfunction? What was the original objective of the mission? What is the mission's new objective? Why is a small telescope a much more valuable instrument in space than it is on the earth's surface? What data will the new software collect from the telescope? How is this data useful?
2. In this story Dr. Buzasi turns a setback in one investigation into an opportunity to begin another. He was able to do this because he understood that scientific investigation doesn't always start with a hypothesis to test. In this case his investigation began with a given set of materials in search of a scientific purpose. Place your students in a similar situation to Dr. Buzasi's by giving them a set of household materials from which to create a meaningful experiment. These materials could include such items as string, popsicle sticks, empty film canisters, balls, rulers, springs, etc. Working in small groups have the students follow these steps:
 1. Examine the materials, discuss their possible uses
 2. Write down what scientific principle or concept your group is going to investigate with these materials and have your teacher approve the idea before continuing.
 3. Develop a scientifically valid experiment that explains or examines the scientific principle or concept your group chose in the previous step.
 4. Conduct your experiment.
 5. Place the results of your experiment on a data chart or table.Have groups share their investigations with others and see how the same set of materials can be used in a variety of ways. Discuss other possible future uses for the small scope on the WIRE apparatus.

LINKS:

http://pao.gsfc.nasa.gov/gsfsc/service/gallery/fact_sheets/spacesci/WIRE/wire.htm
<http://www510.gsfc.nasa.gov/smex/Wire/wirepg.htm>

EDITOR'S NOTE:

frequency
wavelength
satellite
guiding telescope

WORLDVIEW

Top of the World : Hong Kong Cyber Cities

1. What efforts have Hong Kong, Malaysia, and Singapore produced to show their interest in becoming high-tech meccas? How much money has each country invested?
2. What advantages do the countries have? Why are some analysts skeptical that these countries can quickly become successful high-tech markets?
3. Have students locate recent news about high-tech ventures in Hong Kong, Malaysia, and Singapore using the Internet or other resources. What advantages do students find in their markets? What kinds of arguments are the countries using to get companies to invest in their high-tech ventures?

LINKS:

http://www.seattletimes.com/news/business/html98/sing_093098.html

<http://www.nikkeibp.asiabiztech.com/Directory/Singapore.html>

<http://www.techweb.com/wire/story/TWB19990316S0019>

http://comdex.thesource.net/files/librarywire/97wireheadlines/05_97/DN97_05_20/DN97_05_20_fm.htm

<http://ihs2.unn.ac.uk:8080/cyberjava.htm>

Information Please : Mayan Artifacts

1. What is included in the exhibition entitled "The Mayas"? When did this civilization exist? What did it produce? Why do you think it is considered one of the great ancient civilizations?
2. What is at once fascinating and "quite disturbing in a way" about the existence of both the Roman and Mayan Empires? In what ways are the two great civilizations similar, and how do they differ?
3. Have students research more about the Mayan Empire. Ask: How much have you studied the Mayan Empire, as compared to the Roman Empire? Why do you think you have studied one more than the other, given that they were both great empires, existing at the same time? Which civilization appeals to you more, and why?

LINKS:

<http://lmtsun.phast.umass.edu/links/mexican/maya.html>

<http://www.realtime.net/maya/mayafldr/mabase.html>

<http://www.primarysource.org/mayan/resources/city.html>

<http://ireland.iol.ie/~coolmine/typ/romans/intro.html>

Fast Fact : Japan Robot

1. What is TR 100, and what can it do? Why would a family want a TR 100? When does NEC believe that its robot will go on sale to the general public? Would you buy one? Why or why not?
2. If you were to design a robot for domestic use, what would you make it look like? What would it be able to do? Do you think your robot is a realistic possibility? Why or why not?

LINKS:

<http://www.androidworld.com/index.htm>

http://www.ee.oulu.fi/research/isg/robotics_group.html

<http://ai.miningco.com/library/weekly/aa122298.htm>

Business Brief: eBay Baby : Business Brief: eBay Baby

1. What auction offers appeared on eBay recently? What was the problem with these auction items?

How do these offers end up online? What measures has eBay taken to avoid similar problems in the future?

2. Why do you think that infants and body organs are illegal to auction? Discuss the ethical issues surrounding such sales if they were legal.
3. What kinds of items can you buy at online auctions? (Use search engines to find web auction sites.) Would you be interested in participating in online auctions? Why or why not?
4. Have students contemplate social and economic implications of the World Wide Web: How do they see the Web changing the way we do things as a society? Do students think e-commerce will change the rules of buying and selling? How will jobs, customer service, purchasing transactions, etc. be affected, for better or worse? Have each student write a paper offering his/her ideas on the future of commerce as more consumers head for the Internet.

LINKS:

<http://www.ebay.com/>

http://biz.yahoo.com/prnews/990903/ca_ebay_ki_1.html

<http://www.washingtonpost.com/wp-srv/WPlate/1999-09/18/0511-091899-idx.html>

EDITOR'S NOTE:

Silicon Valley

Maya

Bas Relief

hieroglyphics

online auction

eBay

NEWSROOM CHRONICLE

Zero-G: Part III : Zero-G: Part III

1. Review what is meant by "zero gravity." How does the KC-135 achieve zero gravity? Describe the experiment being conducted by the students from Tufts University. What is agglomeration? Why didn't it occur as the students thought it would?
2. How did the students react physically to the experience of weightlessness? How did Isaura overcome her nausea? Overall, what did the students think of their experience? Would you ever consider taking a ride aboard the Weightless Wonder? Why or why not?
3. The program's director hopes that their experience aboard the Vomit Comet gets students excited about NASA's work. Encourage groups of students to review some of NASA's missions and choose one that might get students excited about science. Have each group choose to research one aspect of a specific mission that focuses on principles of physics, astronomy, earth science, biology, human anatomy, chemistry, or any other scientific field. Direct each group to make a formal presentation explaining how NASA's work brings science to life.

LINKS:

<http://encarta.msn.com/index/conciseindex/6A/06A17000.htm>

<http://www.nasa.gov/>

<http://www.jsc.nasa.gov/>

<http://www-sn.jsc.nasa.gov/explore/explore.htm>

<http://www.spacecenter.org/>

EDITOR'S NOTE:

gravitational pull
agglomerate

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 24, 1999

Don't miss "Soldiers of Peace," a CNN documentary about the courageous children of Columbia and their struggle for peace. The program airs on September 26, 10 PM, ET, and September 27, 1 AM, ET. A curriculum guide is available on the Turner Learning website at <http://turnerlearning.com/cnn/soldiers>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:50... 02:25

Top Story ... 03:20... 05:45

Australian-led forces promise lethal force, if necessary, to protect East Timorese.

In the Headlines ... 01:50... 07:35

EMERGENCY TEAMS IN TAIWAN SEARCH FOR MORE TRAPPED VICTIMS, WHILE HOPE FADES.

YOUR DAILY DESK ... 00:50... 08:25

Editor's Desk ... 03:15... 11:40

A group of advertisers joins forces to clean up TV.

WORLDVIEW ... 00:50... 12:30

Soldiers of Peace ... 03:20... 15:50

Columbian children struggle for peace, earning them a Nobel Peace Prize nomination.

NEWSROOM CHRONICLE ... 00:40... 16:30

Viviendo en America: Part II ... 07:00... 23:30

Economic opportunity draws many Hispanics to the U.S.

Viviendo en America: Chicago Artists ... 03:10... 26:40

Young Hispanic artists in Chicago talk about their lives and their heritage.

CNN NEWSROOM CLOSE ... 01:20... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Operation Warden

1. Which event spurred the violence in East Timor? What have peacekeepers done to reduce the

killings, arson, and turmoil? Which groups are causing the violence in East Timor? Why?

2. UN translator Rui Manuel tried to warn international staffs about letters threatening to burn Dili. Why do you think his attempts were ignored?
3. Why do you think that Indonesian soldiers are burning even their own barracks as they are forced to leave East Timor? If you were an East Timorese trying to return to your country, would you want Indonesia army barracks to remain, or would you be just as glad to see them burn? Explain your answer.
4. Have students research the situation and history of Indonesia and East Timor further to learn the connection between the two countries. Based on their findings, challenge them to explain why the Indonesians are so angry to lose East Timor, and why the East Timorese are so anxious to be independent.

LINKS:

<http://www.cnn.com/ASIANOW/southeast/9909/23/e.timor.03/index.html>

http://news.bbc.co.uk/hi/english/special_report/1999/05/99/east_timor/newsid_340000/340363.stm

<http://www.abc.net.au/news/etimor/default.htm>

In the Headlines : In the Headlines

1. What danger has impeded the work of search teams? Why are the damaged buildings leveled once rescue workers complete all the work they can do at each site? Much of the damage has been blamed on poorly constructed buildings. Challenge students to learn about building codes in their country: Are there specific codes required in earthquake-prone areas? How can one find out more about them?

LINKS:

<http://www.cnn.com/ASIANOW/east/9909/23/taiwan.quake.01/index.html>

http://dailynews.yahoo.com/h/nm/19990923/wl/quake_taiwan_41.html

<http://www.urban.uiuc.edu/seismiccode/article1.html>

<http://www.ualr.edu/~earthquake/>

EDITOR'S NOTE:

Dili

East Timor

aftershocks

earthquake zone

YOUR DAILY DESK

Editor's Desk : Family TV Advertisers

1. What, besides children's hair, would Johnson and Johnson like to clean? Which other advertisers have joined J&J in its concerns? What arrangement has the Family Friendly Programming Forum made with Warner Brothers (WB)? What is the reaction from the Parents Television Council?
2. Do you agree that the advertisers "do not have script control" over WB with this arrangement? Why or why not? Define censorship. Do you think this is a case of subtle censorship or not? Explain your answer.

3. How much time do you spend watching TV? Do you think that the contents affect you in any way? Explain. How much time do you devote to analyzing the content of what you watch considering, for example, the stars chosen to be popular characters, the roles given to African-American actors, the effect of violence in programming? Do you think that it is important to think about what you watch? Why or why not?
4. Assign students to watch a 30-60 minute television program at home, paying close attention to the content and the advertisers. Have them write essays that address the following questions:
 - o What is the program about? What kind of viewers are the target audience for this show? How can you tell? Is the language ever vulgar or profane? What kind of conflict is involved? How many instances of violence or sexual suggestiveness do you count in the show? Is it necessary to the message of the show? Why or why not? Are any stereotypes used to convey character's personalities?
 - o Which products are advertised during the show? Who is their target audience, and how do you know? What are the messages of the ads? What images do they use to promote the products? Do these images have anything to do with the products? What do they seem to indicate will happen if you use these products?

Discuss this assignment in class, asking students if they learned anything about television by making this analysis.

EXTENSION: Hold a debate in which students answer the following question: Which do you think protects children better, fighting to keep controversial material off television, or teaching children how to watch it critically? Defend your answers.

LINKS:

<http://www.parentstv.org/>
<http://www.cnsnews.com/indepth/archive/199808/IND19980828c.html>
<http://www.medialit.org/ReadingRoom/childrenTV/goodTVhabits.htm>
<http://interact.uoregon.edu/MediaLit/HomePage>

EDITOR'S NOTE:

Family Friendly Programming Forum
 Parents Television Council

WORLDVIEW .

Soldiers of Peace : Soldiers of Peace

1. Where is Columbia? What are some of the problems in the country? What has Columbia's president done recently to battle these problems? What have the country's children done to work for peace?
2. Juan Elias Uribe is a leader in the Children's Peace Movement in Columbia. In what way has he been affected by the violence in his country? How did he react to the news of his father's death? Juan overcame his pain to remain a leader in the peace movement. How do you think you would react if someone killed one of your relatives, and you never learned why?
3. In 1999, 2.7 million Columbian children could become the recipients of the Nobel Peace Prize, the first children ever to win this honor. Do you think that this story is newsworthy? Why or why not? Have you heard about this news previously? Why do you think that a story such as this has not been a major headline?
4. Direct students to learn more about Columbia, the Children's Peace Movement, and the Nobel Peace Prize by referring them to listed websites and other sources. Challenge them to discover what

other Nobel laureates have chosen to fight violence by instituting peace. Have students write an essay on one or more of their findings.

5. Tape "Soldiers of Peace" on CNN, September 26, 10 PM ET (or at 1 AM ET on 9/27), and bring it to class to show students. Use the Turner Learning Curriculum Guide website listed below to help students understand the conflicts in Columbia and the heroism of the country's children. NOTE: Prescreen the documentary before showing it in class. Some scenes depict the graphic violence frequently witnessed by Columbian children in their villages.

LINKS:

<http://turnerlearning.com/cnn/soldiers/>
<http://www.igc.org/haguepeace/ConferenceText.html>
<http://www.almaz.com/nobel/peace/peace.html>
<http://www.hrw.org/hrw/reports98/colombia/>
<http://www.odci.gov/cia/publications/factbook/co.html>

EDITOR'S NOTE:

Columbia Peace Movement
 Nobel Peace Prize

NEWSROOM CHRONICLE

Viviendo en America: Part II : Viviendo en America: Part II

1. From what country are Mario Lazo and his family? Where do they live now? What kind of business does the Lazo family operate? Why do you think they came to Georgia?
2. How has Atlanta's Hispanic population increased over the past decade? Why do you think that Atlanta was not a major draw for Hispanic immigrants in the past? What attracts the immigrants now? What kind of wages can they earn in construction? What do many do with the money they earn?
3. According to Pilar Verdes, how does Atlanta feel about its Hispanic immigrants? What immigrant issues have caused some concern among Atlantans? How might a downward shift in the local economy impact relations between the locals and immigrants? Why? Even though the local economy is strong at present, why are some like Michael Comer worried about the effects of a growing immigrant population?
4. What is a scapegoat? Why do some feel that the Hispanic immigrants are scapegoats for domestic problems in the U.S.? What is assimilation? Why is assimilation at the heart of the national debate over immigration policy? What nation is the largest single source of immigrants to the U.S.? According to the federal government, how many immigrants enter the U.S. each year?
5. Generate a class discussion about the influx of a million immigrants per year into the U.S. Divide the class into groups and have each group brainstorm the social, political and economic impact of a million new residents per year, both positive and negative. Have groups share their lists. With whom do students agree: Chip Gallagher, who says "...the United States can accommodate and assimilate all these groups because it is flexible..." or Michael Comer, who says "You cannot assimilate a million people a year. The numbers make it impossible"? Discuss.
6. In the video we learn that many Hispanics come to the U.S. for the economic opportunities it offers. Point out the Lazo family business as one example. Then have students work in groups to learn more about the Hispanic business community in the U.S. Have groups share stories of economic

successes and discuss how these businesses have contributed to the positive economic climate in the U.S. Solicit answers to the question: How does a successful Hispanic-owned business benefit others, including my family?

7. Throughout U.S. history, millions of immigrants have come to the U.S. in search of a better quality of life for their families, only to face initial economic hardship and discrimination. Ask students to interview older family members or friends to learn more about these hardships and how they were treated by native-born Americans when they first arrived. Share student interviews. It has been said that America was built on the backs of immigrants. Discuss what lessons can be learned from the past that might pave the way for better relations between native-born Americans and Hispanic immigrants who have come to the U.S. willing to work for a better life.

LINKS:

<http://rinconassoc.com/top30.html>
<http://www.emulateme.com/content/mexico.htm>
<http://www.lubbockonline.com/news/040497/producti.htm>
<http://www.kchcc.com/mission.htm>
<http://www.ceousa.org/index.html>
<http://www.ncpa.org/pd/immigrat/pdimm/immjuly98a.html>

Viviendo en America: Chicago Artists : Viviendo en America: Chicago Artists

1. How large is Chicago's Hispanic population? How does it differ from Atlanta's Hispanic population? Do the artists interviewed seem proud or ashamed of their heritage? Explain, using examples from the news video.
2. Who was Diego Rivera? Look at some of his work on the Internet or in art books. Describe his work and compare it to that of the artist who admires him.
3. Why do you think that the Spanish language is important to Hispanics as they relate to their family and their friends? People from around the world have immigrated to the U.S., and most, such as the Polish, French, German, and others, eventually abandon their native languages for English. Do you think that Hispanics maintain their language because they are recent immigrants, or for other reasons? Hispanics often reside in multigenerational homes, meaning that three generations frequently reside in the same household. Imagine a young Latino child born in the U.S. and living with his bilingual parents and a grandmother who speaks only Spanish. What would the child miss by not speaking Spanish?
4. One of the artists doesn't like the Hispanic label because of a Mexican heritage. Have students explore the differences in the labels "Hispanic" and "Latino." What are their perceptions of the two terms: Are they identical, or do they have different meanings or connotations? If your school has students of Spanish, Central or South American backgrounds, direct your students to ask them if they distinguish between the terms and what the differences might be.

LINKS:

http://www.diegorivera.com/diego_home_eng.html
<http://www.diamondial.org/rivera/anim/>
<http://www.hispanic.com/>
<http://www.latinoweb.com/>

EDITOR'S NOTE:

Hispanic immigrants
 scapegoat
 racism

undocumented workers
immigration policy
Balkanization
Latino
Diego Rivera

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 27, 1999

Earn in-service credit Integrating Television News into the Curriculum with CNN NEWSROOM. For information go to <http://turnerlearning.com/courses/enrollment/intro.html> or call 1-800-344-6219.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:15... 02:50

Top Story ... 04:15... 07:05

Peacekeepers move into the countryside, and refugees must wait for food and shelter.

In the Headlines ... 02:25... 09:30

EGYPTIANS LIKELY TO RE-ELECT HOSNI MUBARAK TO ANOTHER SIX-YEAR TERM AS PRESIDENT.

YOUR DAILY DESK ... 00:45... 10:15

Environment Desk ... 02:15... 12:30

Cleanup efforts are a success on the once heavily-polluted Cuyahoga River.

WORLDVIEW ... 00:35... 13:05

Whaling ... 10:00... 23:05

The 19th Century whaling industry was to capitalism and commerce what the Internet is today.

NEWSROOM CHRONICLE ... 00:45... 23:50

Grand Canyon Kids ... 02:55... 26:45

The National Parks Service hopes to recruit new rangers through youth service programs.

CNN NEWSROOM CLOSE ... 01:15... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Operation Warden

1. What is the goal of Operation Warden? Which country governed East Timor for centuries? What does it mean that Indonesia "annexed" East Timor? Why do you think that the government of Indonesia now supports East Timor's independence?
2. To where have peacekeeping forces moved in East Timor? What have they discovered? Why are

the residents so happy to see the peacekeepers? What is the situation like in Dare? Why are many former residents of Dili not returning to the city?

3. The news feature states that most communications with the outlying areas in East Timor have been cut off since the August 30th referendum. Imagine yourself severely injured in the aftermath following the referendum. How do you think you would have survived until now, awaiting medical aid?
4. Have students consider the concept of newsworthy journalism by asking the following questions: How long has East Timor been in the news? If you have been following the reports, are you still interested in the news about East Timor? Why or why not? Do you think it is important that journalists continue to follow the events in East Timor? Explain your answer. Are there stories in the news that seem to suddenly disappear without sufficient follow-up? For instance, what do you think is now happening in Turkey? Do you think that the effects of the earthquake are over for Turkish citizens? If not, why do we no longer see this as major news? At what point do you think that we will stop seeing East Timor in the top news? Why?

LINKS:

<http://www.cnn.com/ASIANOW/southeast/9909/26/e.timor.02/>
<http://www.cnn.com/ASIANOW/time/magazine/99/0920/cover1.html>
http://news.bbc.co.uk/hi/english/world/asia-pacific/newsid_458000/458449.stm

In the Headlines : In the Headlines

1. Who is running for president in Egypt? Why is Mubarak likely to win?
2. How do Egyptians feel about the election and their choice? Who is likely to vote against Mubarak, and why? If you lived in Egypt, would you go to the polls to vote in this election? Why or why not?
3. Have students browse the listed websites and other resources to learn about the government and voting regulations of Egypt. Ask them to discuss the ways in which it is similar and different from their own government. Which do they prefer, and why?

LINKS:

<http://cnn.com/WORLD/meast/9909/26/egypt.referendum.01/index.html>
<http://cnn.com/WORLD/meast/9909/24/egypt.mubarak.ap/>
<http://www.medeia.be/en/index047.htm>
<http://www.presidency.gov.eg/>

EDITOR'S NOTE:

Operation Warden
 Manatuto
 pro-Jakarta militias
 ration
 monsoon
 Mubarak
 referendum
 eligible voter

YOUR DAILY DESK

Environment Desk : Saving the River

1. According to Wayne Bratton, what was the Cuyahoga River like when he started piloting? What happened to the river about 30 years ago? What caused this to happen? How did Congress respond to the incident? How has the appearance of the waterfront changed since that time?
2. How did the Clean Water Act curb pollution in the Cuyahoga? How has the animal life within the river ecosystem responded to the cleanup? What remaining concerns does Rebecca Wodders have about the river? Do you think those concerns are justified? Related to the river and the city through which it passes, the story states, "Finally, the two are taking care of each other." In this context, what do you think the statement means? Explain.
3. Have your students find out about cleanup efforts in their own community. Using the Internet, newspapers, magazines and other media, have each student research an area in their community that has experienced environmental damage and a cleanup effort. Have each student find out:
 - o What was the area like before the cleanup effort?
 - o What key event or events caused the community to seek action?
 - o How long has the cleanup effort been working on the problem?
 - o What effect has the cleanup effort had on the area?

Create a timeline showing what happened in the student-researched areas over time. As students share their work, look for common motivators that got the cleanup efforts started, and discuss how and why certain cleanup campaigns were successful.

LINKS:

<http://www.nationalrivers.org/team/cleanups.htm>
<http://www.tnrcc.state.tx.us/exec/oppr/ct2000/ct2000.html>
<http://www.gwf.org/library/alcovy/aas.htm#Project>
<http://www.randyville.com/heights/index.html>

EDITOR'S NOTE:

pollutants
 environmentalists
 Cuyahoga River

WORLDVIEW

Whaling : Whaling

1. What is whaling? When was the whaling industry at its peak? Why is the whaling industry historically significant? What U.S. town was the dominant whaling seaport?
2. Why were whales hunted? For what purposes was the oil used? How was sperm whale oil a vital contributor to the Industrial Revolution? To what modern-day substance could whale oil be compared? Why?
3. What was the *Charles W. Morgan*? Why was it significant among ocean-going vessels of its day? How valuable was the *Morgan* compared to other assets of the time? How was the *Morgan* and its equipment financed? Who were the venture capitalists who invested in whaling expeditions? What features of their homes demonstrated their interest in the whaling expeditions?
4. How did the whaling business empower ship crewmen? What effect did the share system have on the owners of the ships? On the ship crews? How did technology also help Americans to dominate the industry? How did the successful American whaling industry have an economic and political impact? What finally brought about the demise of the whaling industry? Why?

5. What cities and towns were "put on the map" by whaling? Have students work in groups to find the cities and towns that became prosperous as a result of whaling. Have each group research one of these places and determine how the town/city grew along with the whaling industry, how associated industries that were tied to whaling became prosperous, and what happened to that city when the whaling industry declined. Hang a large map of the U.S. and allow groups to indicate their chosen cities with cut-out whale symbols that they pin to the appropriate sites. Discuss how the economies of these regions have changed since the days of whaling.
6. In 1840, approximately one-sixth of whaling laborers were African-American. By 1900, a majority of these seafaring workers were African-American or Cape Verdean. Whaling presented black Americans with a rare opportunity to enter the business world on an equal footing with their white counterparts. Have students research the role of black Americans in the whaling industry and share their information. Discuss how the capitalist nature of the whaling industry created economic opportunities for many who may not have had them in other traditional businesses.
7. Whaling is still important to some countries. Challenge students to use the Internet and other resources to learn more about modern-day whaling: What countries are engaging in this business, what whale products do they sell and use, and how is whaling at the center of a modern environmental controversy? Share student findings and ask students to consider the environmental, economic and political impact if whaling were to be banned. Then have each student write an essay in response to the question: Should whaling be allowed to continue?
8. Throughout the segment the reporter draws parallels between whaling and the Internet as industries that have transformed business. Divide the class into groups. Assist groups in conducting research to learn more about both industries, whaling and the Internet, and their impact on other businesses and society. Have each group make a side-by-side chart comparing the two industries and how they transformed their times. Have groups share their charts. What people, places and businesses have made their fortunes riding on the Internet? How has the Internet changed the "rules" of business much like whaling did a century ago?

LINKS:

<http://www.whalingmuseum.org/whaling.htm>
<http://www.nps.gov/nebc/planning/resource/descriptn.htm>
http://www.seattletimes.com/news/health-science/html98/altship_101198.html
<http://www.umassd.edu/SpecialPrograms/DFinnerty/Whaling.html>
http://www.thegoldenbasket.com/nantucket_history.htm
<http://www.kwm.org/collections/exhibits/heroes/home.htm>
<http://www.cs.tcd.ie/cnnnghmp/spinfin/clonakilty/Whaling.html>
<http://earth.agu.org/revgeophys/butman01/node4.html>

EDITOR'S NOTE:

whaling
 New Bedford
 net value
 equity position
 vertical monopoly
 refining
 oil refining
 capitalism

NEWSROOM CHRONICLE

Grand Canyon Kids : Grand Canyon Kids

1. What does Keshari Thakali do in the Grand Canyon? In what way has her work made a difference in the Grand Canyon? What does the National Parks Service hope may come of her involvement? How many national parks are there in the U.S.? What types of employment are options within the park service?
2. In what ways are medicine and law enforcement viable park careers? What kind of people do you think would be attracted to the National Parks Service? Why?
3. Have you ever visited a national park? If yes, what was your experience? Would you like to spend more time at a national park? Would you consider a job at a national park? Why or why not?
4. Using the web or other resources, have students research either a) the national park closest to them, or b) the national park that interests them most. Direct them to write a report about the park, indicating its size, features, location, and attractions. Ask them to consider why this land was chosen to be a national park and ways in which it should be preserved.

LINKS:

<http://www.nps.gov/>

<http://www.us-national-parks.net/>

<http://www.coolworks.com/showme/natprk.htm>

<http://www.mountainzone.com/natparks/>

EDITOR'S NOTE:

National Park Service
rangers
stewards
revegetation
native vegetation
recruitment strategy

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 28, 1999

Get a heads-up on forthcoming NEWSROOM segments. Subscribe to our CNN NEWSROOM programming e-mail newsletter at http://turnerlearning.com/cgi-bin/mail_list.cgi.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:45... 01:45

TODAY'S NEWS ... 00:45... 02:30

Top Story ... 02:30... 05:00

Former Vice-President Dan Quayle withdraws from the race for U.S. President.

Democracy in America: McCain Declares ... 01:50... 06:50

Arizona Senator John McCain formally announces his bid for the presidency.

YOUR DAILY DESK ... 00:45... 07:35

Health Desk ... 01:55... 09:30

California's Berkeley School District is promoting organic school lunches.

Health Desk Extra: Intersection Safety ... 02:30... 12:00

A new poll shows overwhelming concern about intersection safety.

Look Ahead ... 00:55... 12:55

Next Week: Teens and Plastic Surgery

WORLDVIEW ... 00:20... 13:15

Political Front ... 03:00... 16:15

Plans for the Unification Church in Brazil concern some leaders.

FYI: Kenya AIDS ... 02:25... 18:40

The extent of AIDS in Kenya creates repercussions for everyone in the country.

Inside North America ... 02:30... 21:10

California schools resist educating illegal aliens.

Culture Watch ... 03:00... 24:10

Russian bikers are drawn to the third annual Bikers' Rally in Moscow.

NEWSROOM CHRONICLE ... 00:50... 25:00

Our World ... 02:00... 27:00

New computers in some schools give teachers and students greater online access.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America: Quayle Withdraws

1. Who is Dan Quayle? What announcement did he make yesterday regarding his political career? Why has he decided to withdraw his bid for the nomination? According to many polls, Mr. Quayle was in second place among Republican voters behind George W. Bush. for the nomination. If you were Dan Quayle, would you have stayed in the race? Why/why not?
2. Which candidates are still vying for the GOP presidential nomination? For the Democratic nomination? What circumstances and events will narrow these fields even more?
3. In what way did his previous office give Dan Quayle an advantage in his quest for the presidency? How has his bid for the nomination made history? According to Mr. Quayle's allies, why did he fail? What "image problems" did Dan Quayle have? How did he earn the respect of many with his views? What connection does the reporter make between Dan Quayle and Richard Nixon?
4. The video emphasizes the view that Dan Quayle's "image problems" cost him his bid for the presidential nomination. Generate a class discussion about candidate "image." What is meant by the term "image" as it applies to politics? Have students learn more about Dan Quayle's political ideology and views and compare these to his image in class discussion. Discuss recent national and local political contests and how the candidates' images and views were factors in the elections. Challenge each student to write an opinion paper in response to the question, "Which is more important in American politics today, image or ideology?"

LINKS:

<http://cnn.com/ALLPOLITICS/stories/1999/09/27/president.2000/quayle.drop.out/>
<http://www.quayle.org/>

Democracy in America: McCain Declares : Democracy in America: McCain Declares

1. Who is John McCain? What office does he currently hold? What do you know of his background and career? Do you think his background is likely to be a factor in his quest for the nomination? Why or why not?
2. Senator McCain has said, "If we are to meet the challenges of our time, we must take the corrupting influence of special interest money out of politics. Restoring honesty to our political systems is the gateway through which all other policy reforms must pass." Read this quote to students and ask them to analyze what Senator McCain is saying. Inform students that John McCain has always been a proponent of campaign finance reform. Assist students in learning more about this issue (the last website below contains information on the McCain-Feingold Campaign Finance Reform Bill) and share findings in class discussion. Do students think this issue is important to American voters? Should Mr. McCain make it the cornerstone of his campaign? Why or why not?

LINKS:

<http://cnn.com/ALLPOLITICS/stories/1999/09/27/president.2000/mccain/>
<http://www.senate.gov/~mccain/>
<http://www.mccain2000.com/>
<http://www.senate.gov/~feingold/cfrsumm.html>

EDITOR'S NOTE:

family values
conservative
Dan Quayle
vice-president
John McCain
P.O.W.
primary
"Super Tuesday"

YOUR DAILY DESK

Health Desk : Organic School Lunches

1. What is the goal of the U. S. Department of Agriculture's organic school lunch program? According to the video, how will local farmers, communities and school districts benefit from the program?
2. Why do you think the students in Berkley, California are reluctant to eat at their school's organic salad bar? Do you think all schools should sponsor organic lunch programs? Why/why not?
3. Refer students to the websites below to learn about nutritional guidelines and the differences between organic and non-organic food. As a class, discuss the benefits and drawbacks of eating a strictly organic diet. Next, divide your class into small groups. Have each group research the origin, method of preparation and the nutritional content of a meal that is served at your school's cafeteria. Ask students to determine whether the meal is organic and nutritionally-balanced, and what, if anything could be done to enhance the nutrition and quality of the meal. Following a class discussion, have groups present their findings and recommendations to the administrators at your school.

LINKS:

<http://www.eatright.org/>
<http://www.organicfood.co.uk/off/>
<http://secure1.itool.com/Organicconsumers/links.stm>
<http://www.ams.usda.gov/nop/>
<http://www.icta.org/projects/cfs/index.htm>
<http://www.icta.org/projects/cfs/alert.htm>

Health Desk Extra: Intersection Safety : Health Desk Extra: Intersection Safety

1. Where do most traffic accidents take place? What are some reasons why intersections are so dangerous? What information does a new Louis Harris Poll reveal about the public and intersection safety? What are some other proposals for making intersections safer?
2. The video mentions the use of graduated licenses for very young and elderly drivers. What are graduated licenses? What do students think of this idea for younger and older drivers? Generate a class discussion about the responsibilities associated with owning a driver's license: Do students think that driving is a "right" or a "privilege"? Why?
3. Direct students to conduct research to learn which of your area's intersections are the most dangerous, and why. Share student information and as a class "rank" the intersections, citing the most dangerous one first. Invite an official from your local department of transportation or traffic law enforcement to explain what can be done to improve safety at these intersections.
4. Review some of the teen driver safety tips cited at the beginning of this story. Send teams of

students on a safe-driving "scavenger hunt" to find other tips that could save the lives of all drivers and their passengers. For example, you might inform students that the Driving Institute of America encourages all drivers to live by its "1520 Rule." This rule encourages drivers to plan to arrive at their destinations 15 to 20 minutes before they actually need to be there, thereby cutting the risk of accidents by eliminating the "need to speed." After a prescribed amount of time, have each team of students present its list of safe-driving tips. Compile the lists into a handout for your school's Driver Education department.

LINKS:

http://www.sheriffs.org/traffic_tools.htm

<http://www.vdot.state.va.us/info/signals.html>

<http://www.womanmotorist.com/sfty/dia-newsletter03.shtml>

EDITOR'S NOTE:

USDA

organic foods

seatbelt

distracting

WORLDVIEW

Political Front : Brazil Unification Church

1. For what is the term "Moonie" a slang term? From what is the term derived? What are the Reverend Sun Myung Moon and his followers building in Brazil? What have they already completed?
2. Have you heard of this group before seeing this segment? What are your preconceptions about the Moonies? Do they match the picture of the group presented in the news story? Explain.
3. In what ways do you think that the financial investments and building plans of the Unification Church will affect Brazil? Do you think that local leaders and politicians have good reason to be concerned about the plans? State your rationale.
4. There have always been clashes between older, established religions and new religions. Centuries ago, the Christian religion was a newcomer, and the followers of Christ were persecuted by those adhering to more ancient religions, such as the beliefs of the ancient Romans. In the 16th century, followers of the new Protestant movement were persecuted by Roman Catholics. Today, new movements such as the Unification Church and the Church of Scientology are received skeptically by the more established communities of belief. Hold a class discussion in which you challenge students to consider this pattern and ways in which religions are formed, reasons why new spiritual beliefs are constantly presented and challenged, and what causes people to choose their personal beliefs. Remind students to be respectful of diverse opinions and religious views.

LINKS:

<http://www.academicinfo.net/religindex.html>

<http://www.hartsem.edu/sociolog.htm>

<http://unification.org/index.html>

FYI: Kenya AIDS : FYI: Kenya AIDS

1. How many children did the Kanagas raise? How many are still living? What is the effect on the older couple? What does Sarahgeri believe caused the deaths of her children? What are the statistics

of Kenyan adults infected with HIV? How many Kenyan children are expected to be orphaned as a result of AIDS by the end of 1999?

2. What is the Kenyan government doing in an effort to combat AIDS? Why is it difficult to educate the people about the AIDS virus?
3. Do you believe that you receive sufficient education about HIV and AIDS in your community? What are the sources of the information? In your opinion, are there any obstacles that keep you from receiving information or cause you to ignore the facts? If so, what are they, and what can you do to overcome these obstacles?
4. Have each student create an informational poster about AIDS that would be acceptable in your community and one that might help convince Kenyans about the reality of AIDS. In class discussion, ask students to consider the ways in which these posters would be similar and different.

LINKS:

http://www.africanews.org/atlarge/stories/19990920_feat3.html

<http://www.unaids.org/highband/fact/saepap98.html>

http://www.xi-icasa.co.zm/index_en.asp

Inside North America : Immigration Education

1. What is the Orange County School Board in California trying to do? Why? What is the effect on students and town citizens?
2. Illegal immigrants do not pay taxes, and tax money is a large percentage of what schools use for budgets. In what ways could a large population of illegal immigrant children affect the quality of the education the schools can provide? Explain your answer. Do you think that the children of illegal immigrants should be punished for their status by being barred from an education? Why or why not?
3. Direct students to information about the difficulties caused by illegal immigrants in the U.S. public education system. Then have each write two essays: One in favor of allowing the children to continue, unhampered, in the U.S. public school system, and one opposed. Instruct students to use statistics and details to back their arguments.

LINKS:

http://cnn.com/ALLPOLITICS/stories/1999/09/14/california_prop.ap/

<http://ca94.election.digital.com/e/prop/187/home.html>

<http://www.urel.berkeley.edu/berkeleyan/1995/0315/187.html>

<http://www.income-online.com/content/news/POLITICS/IMMIGRATION.html>

Culture Watch : Russia Bikers' Rally

1. According to the news story, what two kinds of bikers exist in Russia? Why do you think they enjoy attending the Russian Bikers' Rally in Moscow? How many people were attracted to participate in the event this year?
2. In what ways are the Russian biker groups similar to U.S. bikers? In what ways are they different? Do you think that your perceptions are based on prejudices or objective information? Explain.
3. Challenge students to think about what draws many to motorcycles and to motorcycle organizations. Do they think that the reasons are similar to the reasons people join any organization? If there are any students in your class that are drawn to bikes, ask them to present their interest in the activity to the class. Challenge them to dispel any stereotypes about bikers using

specific examples.

LINKS:

<http://www.allisonlaw.com/bill/mcorg.html>

<http://www.mcnews.com/links.htm>

EDITOR'S NOTE:

Unification Church

Sun Myung Moon

Nairobi

AIDS awareness

illegal immigrants

Proposition 187

Russian Bikers' Rally

chopper

NEWSROOM CHRONICLE**Our World : New School Technology**

1. How are the computers shown in the video giving students greater access to the Internet? How do these computers work? What is a server? What do students use to access their lessons from any computer?
2. How are the students' online activities monitored? In what way is this system different from the one you may be using in your classroom? What advantages does the system in the video provide to students, teachers, and taxpayers?
3. Is technology a part of your educational experience? If so, what are some of the ways in which it is used? How do you think your children and grandchildren will someday use technology to learn?

LINKS:

<http://quest.arc.nasa.gov/>

<http://www.ets.org/aboutets/lessons.html>

http://www.stanford.edu/class/ed224/Classroom_tech/issues.shtml

EDITOR'S NOTE:

central computer network

server

access

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.

Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 29, 1999

Millenium Voyage: Around the world at sea with 600 students. Don't miss this special 10-week series on CNN Newsroom, beginning October 29th.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:45... 01:45

TODAY'S NEWS ... 01:00... 02:45

Top Story ... 03:00... 05:45

American Indians celebrate the groundbreaking for the Smithsonian's National Museum of the American Indian.

In the Headlines ... 02:35... 08:20

AUSTRALIAN PEACEKEEPING TROOPS WORK TO RID EAST TIMOR TOWNS OF
INDONESIAN MILITIA.

YOUR DAILY DESK ... 01:10... 09:30

Business Desk ... 04:10... 13:40

Architects look to nature to design the workplace of the next millennium.

WORLDVIEW ... 00:30... 14:10

Top of the World ... 06:05... 20:15

Mao Zedong led China from its earliest post-revolution days through an era of repression.

Around the World ... 03:35... 23:50

The exodus that shook the communist world began in East Germany in 1989.

NEWSROOM CHRONICLE ... 00:35... 24:25

Our World ... 02:50... 27:15

Most teens lack a significant ritual that officially moves them from childhood to adulthood.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : American Indian Museum

1. What Indian tribe used to own the land on which the new museum is to be built? What is their reaction to the museum? How many of the Piscataway Indian tribe are still alive? Which areas of

native American Indians will the museum cover, and what topics will it consider?

2. How much have you learned about native American Indians in school? Do you think that the content has been sufficient? Why or why not? Do you think that it has been accurate? Explain, and do some research to back your answers.
3. The Museum of the American Indian is the last site that can be built on Washington's Mall, home to the Smithsonian. Do you think that it is appropriate that American Indians have a place among the Smithsonian museums? Why or why not? Have students conduct research to find out which other museums are part of the Smithsonian. Ask if they think that the mix is an appropriate one. If yes, why? If no, what would they like to see there? Ask students to consider and discuss the importance of the Smithsonian as a national heritage.

LINKS:

<http://www.si.edu/nmai/nav.htm>

<http://www.ny.com/museums/national.museum.of.the.american.indian.html>

<http://www.si.edu/>

<http://www.si.edu/archives/historic/index.htm>

In the Headlines : In the Headlines

1. How many peacekeeping troops are stationed in East Timor? How many militia men may still be in East Timor? What problems face the peacekeeping soldiers as they enter the small towns? What is their ultimate goal?
2. Even when peacekeepers secure East Timor villages, what further problems do local people have? Why do you think that militia forces have taken some villagers away on boats? What purpose could that terrorism serve?
3. In the face of such massive human rights violations, most individuals feel helpless to perform any action that could help the situation. Have students research relief efforts using the Internet or other resources to see what options are available to them and to others to help victims in East Timor.

LINKS:

<http://www.cnn.com/ASIANOW/southeast/9909/28/e.timor.02/>

<http://www.cnn.com/ASIANOW/southeast/9909/27/e.timor.03/>

http://news.bbc.co.uk/1/english/special_report/1999/05/99/east_timor/newsid_340000/340363.stm

<http://www.abc.net.au/ra/etimor/features/militias.htm>

<http://www.smh.com.au/news/9909/29/pageone/pageone8.html>

<http://www.hrw.org/campaigns/timor/cando.htm>

EDITOR'S NOTE:

National Museum of the American Indian
Piscataway
Cheyenne
groundbreaking
reservations
genocide
Liquica
militia forces

YOUR DAILY DESK

Business Desk : New Millennium Workplace

1. Who is William McDonough? What working needs must be served in his vision of the future? For what corporations has Mr. McDonough designed workplaces?
2. Cite some examples from the video that demonstrate the role of nature in Mr. McDonough's workspace designs. Do you think workers would find his workspaces more comfortable than more conventional ones? Why/why not? How does he address the health concerns of employees in his designs?
3. When asked about the costs of giving every employee his/her open space, William McDonough talks about management being "effective" rather than "efficient." What do you think he means? Discuss what the reporter means when he refers to "the optimum performance of workers" as "the human bottom line." What impact do you think a person's workspace design has on his or her job performance?
4. Ask a local business owner to address the class on the ways he/she is improving the workspace to meet the needs of the business and its employees. Discuss the ergonomic, productivity and health concerns at the center of these changes.
5. Review the definition of the term "ergonomics." Point out that the term "ergonomics" is derived from two Greek words: "erg," meaning "work," and "nomas," meaning "natural laws." Challenge students to find applications of ergonomics in everyday life, such as in the workplace, car interiors, theaters, etc. Have each student report on one example of ergonomic design. After a brief discussion, challenge your students to redesign your classroom in adherence to ergonomic principles.

LINKS:

<http://www.ergonomics.org/>
<http://hfes.org/>
<http://hfes.org/News/0999news/item1.html>
<http://ctdnews.com/>
<http://ergonomics-ica.org/>
<http://www.ablecom.net/users/kaaj/psych/resbus.html>
<http://www.aiaaccess.com/>

EDITOR'S NOTE:

mass production
 human intention
 health problems
 organic compounds

WORLDVIEW

Top of the World : China's Early Days

1. According to the video, when was China "reborn"? What happened in China in 1949? How did the communists deal with street beggars and landlords? What nation lent its communist expertise to the Chinese? What country did China aid with military assistance in 1950?
2. Who was Mao Zedong? How did the death of Stalin in the Soviet Union in 1953 impact Mao's leadership? What was the Hundred Flowers Movement? How did it backfire on those who spoke

out against Mao? What was the Great Leap Forward? In what ways did the Great Leap cause hardship for many throughout China? Who was Deng Xiaoping? Why do you think his involvement in the Great Leap has prevented the government from releasing accurate information about the death toll during this time?

3. When did the Sino-Soviet alliance end? What circumstances prompted poor relations between China and the U.S.S.R.? How did China's testing of a nuclear bomb "send a message" to other nations, including the Soviet Union?
4. What role did Deng Xiaoping and Liu Shaoqi play under Mao's leadership? What was the Cultural Revolution? Who were its footsoldiers? How was Mao treated throughout this period? Who were his major allies? What happened to Deng Xiaoping and Liu Shaoqi? What was the Red Guard? How did their internal fighting begin the end of the Cultural Revolution?
5. Generate a class discussion about what life was like for each of these groups of people under Mao Zedong's regime: the peasants, the military, the educated, children. Have students work in groups to research this period in Chinese history, especially the Cultural Revolution, and discuss how the suppression of others' ideas solidified Mao's power.
6. A postage stamp from the days of China's Cultural Revolution is inscribed with this phrase from Chairman Mao: "The peoples of the world who struggle to oppose American imperialism and its running dogs will achieve the greatest victory." Read this inscription and ask students: What is "imperialism"? Have students conduct research to learn more about China's perception of the U.S. at this time and share their findings. Did the Chinese have reason to fear "American imperialism"? Why do students think that Mao Zedong would make this statement and have it put on stamps, where it could be seen by people everyday? Have students consider the political climate in China at the time as they offer their answers.
7. Use this opportunity to introduce students to the concept and use of political propaganda. Inform students that political propaganda can be found across the political spectrum, even among systems where freedom of speech and dissenting opinions are encouraged. Have students work in groups to find two examples of political propaganda, one in communist China under Mao Zedong and one in any democratic republic. Share student examples and discuss the effectiveness of propaganda as a political tool.

LINKS:

<http://www.asiatour.com/yunnan/e-01land/cy-lan24.htm>
<http://www.cnd.org/CR/maobadge/>
<http://satie.arts.usf.edu/~sromero/mao.html>
<http://www.culturalbridge.com/cnadd.htm>
<http://carmen.artsci.washington.edu/propaganda/home.htm>

Around the World : East German Exodus

1. Why did many East Germans begin leaving their homeland in 1989? What ceremonial event precipitated this exodus? How did events in Hungary promote the East Germans' flight from communism?
2. How did the East German government react to the mass emigration? What happened when the East German officials accused Budapest of trying to destabilize their government? How did the migration of East Germans to other countries have a profound effect on the communist systems throughout Eastern Europe?
3. What was the Iron Curtain? Have students work in groups to learn more about the Iron Curtain and its impact on world history. Discuss what life was like behind the Iron Curtain and the events that brought the "Curtain" down.

4. Assist students in conducting research on the Berlin Wall. Students will want to find out how the wall was erected, who created it, and why some were willing to risk their lives to cross it. Share student findings and discuss how the wall divided Germany politically, socially and economically. Point out that Germany is now a unified country, no longer separated as "East" and "West." Challenge students to extend their research to present-day Germany to determine whether any of the Berlin Wall's effects still exist.

LINKS:

<http://encarta.msn.com/index/conciseindex/56/056D2000.htm>

<http://library.byu.edu/~rdh/eurodocs/germany.html>

<http://userpage.chemie.fu-berlin.de/adressen/brd.html>

<http://www.odci.gov/cia/publications/factbook/gm.html>

<http://www.aicgs.org/index2.html>

EDITOR'S NOTE:

Hundred Flowers Movement
counterrevolutionaries
Great Leap Forward
communes
Iron Curtain

NEWSROOM CHRONICLE

Our World : Rites of Passage

1. What is Beverly Lerner's rite of passage to adulthood? What is a bat mitzvah? If you have any Jewish students in your class, ask them to explain the specific tasks a student must master to have the ceremonial bar mitzvah or bat mitzvah. Aside from the Jewish culture, what rituals bring people from childhood to adulthood? What are some problems with our current laws that give teens responsibilities?
2. Do you think that someone can become an adult at the age of 13, as Beverly Lerner does within the Jewish community? Why or why not? Are there rites of passage in other religions that signify adulthood? If yes, what are they? What do you think is the difference between religious rites of passage and legal ones?
3. In class, discuss the question: What are the signs that indicate teens have become adults? Have students write an essay about what they believe are rites of passage from childhood into adulthood in their culture. Ask: What do they think should indicate that they are capable of adult decisions? Do they consider themselves adults? Why or why not? What do they think are the responsibilities of adults? How many of these responsibilities do they currently take upon themselves?

LINKS:

http://collections.ic.gc.ca/art_context/tbar.htm

<http://www.balchinstitute.org/rites/rites.html>

EDITOR'S NOTE:

bat mitzvah
rite of passage
ethics

coming of age

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1999 Turner Learning, Inc. All Rights Reserved.

CNN NEWSROOM Guide

September 30, 1999

Viviendo en America, Part Three, airs on Friday. This week's topic: Should English become the official language of the United States?

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:45... 01:45

TODAY'S NEWS ... 01:30... 03:15

Top Story ... 02:05... 05:20

China's 50th anniversary as the People's Republic officially praises the Communist Party line.

In the Headlines ... 03:00... 08:20

RUSSIA AND CHECHNYA PREPARE TO INTENSIFY GROUND OPERATIONS.

YOUR DAILY DESK ... 01:15... 09:35

Science Desk ... 01:50... 11:25

Trained bees are being used in a new kind of landmine detection system.

Ozone Hole ... 02:00... 13:25

Scientists track the hole in the ozone layer.

WORLDVIEW ... 00:35... 14:00

Political Front ... 02:40... 16:40

Once a symbol of Cold War division, the city of Berlin emerges as the capital of a united Germany.

Around the World ... 03:45... 20:25

The largest and last of the Highland Games are held each year at the Braemar Gathering in Scotland.

Japan Y2K Test ... 02:50... 23:15

Japan's three major airlines recently took part in Y2K testing.

NEWSROOM CHRONICLE ... 00:50... 24:05

Watergate Dorm ... 02:25... 26:30

Some George Washington University freshmen get a room with a historic view.

CNN NEWSROOM CLOSE ... 01:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : China Anniversary

1. What is "Zhong-Guo"? How large is China, in terms of population? How old is China's written history? What were some Chinese inventions?
2. What was the "Great Leap Forward"? What were its results? What occurred during the Cultural Revolution? What, if anything, do you find unusual about the name given this time period in Chinese history?
3. What anniversary occurred 50 years ago? What Chinese event has its tenth anniversary this year? What did Chinese students request at that time? Do research to compare it to how Chinese students behaved during the Cultural Revolution.
4. How is the Chinese government handling the fiftieth anniversary of Communist China? Given what you know about communist principles, do you find the extravagance and special orders in Beijing to be contradictory? Explain.
5. What will be displayed in the parade on Friday? What do you think this says to the masses and to the world?
6. Direct students to peruse information about China's history in books and on the Internet, choosing one aspect of the civilization to learn more about and to report to the class. Based on what students present, ask them to consider the greatness of the country and the time period in which it seemed the most "civilized." During this discussion have them also consider the meaning and implications of the word "civilized."

LINKS:

<http://www.cnn.com/SPECIALS/1999/china.50/>
<http://fullcoverage.yahoo.com/fc/World/China/>
http://www-chaos.umd.edu/history/time_line.html
<http://orpheus-1.ucsd.edu/chinesehistory/othersites.html>
<http://www.watson.org/rivendell/historyeasttimeline.html>
http://news.bbc.co.uk/1/hi/english/special_report/1999/09/99/china_50_years_of_communism/newsid_456

In the Headlines : In the Headlines

1. Where is Chechnya? What is the history between Chechnya and Russia? Why did Dagestanis refuse to let their leader negotiate with the Chechen president?
2. What does Russia expect of Chechnya? Do you think that their hopes are reasonable? Why or why not? What do the current strategies of Russia and Chechnya presume? What is the effect on Chechen civilians? What is the reaction of Ingushetia?
3. Challenge students to learn more about this conflict and to consider what they have learned about the past conflict in Bosnia and recent one in East Timor. Ask: In what ways does the Russian/Chechen conflict compare and contrast to the situation in East Timor and the recent past in the former Yugoslavia? What do you think motivates these conflicts? There are people of very disparate views in the United States: Do you think that such a crisis could occur in the U.S.? Why or why not?

LINKS:

<http://www.cnn.com/WORLD/europe/9909/29/russia.chechnya.03/>
<http://www.cnn.com/WORLD/europe/9909/28/russia.chechnya.02/>
<http://www.amina.com/>

EDITOR'S NOTE:

Zhong-Guo
People's Republic of China
People's Liberation Army
Cultural Revolution
Tiananmen Square
Chechnya

YOUR DAILY DESK

Science Desk : Bees and Land Mines

1. For what unusual job are chemists at Sandia National Laboratories training bees? Why were bees a logical choice? How can the chemists tell whether or not the bees have been near land mines? What is the estimated time frame for deployment of the bees for "real" land mine detection?
2. How are the bees trained? Explain. In their training, what do the bees learn to associate with the smell of explosives? Do you think it is acceptable for scientists to train living things (in this case bees) to "work" for humans? Would you feel the same way about the use of carrier pigeons by the military to deliver messages during a war? Explain your reasoning. Does it make a difference in your reasoning that in this case the insects will save human lives?
3. The psychological term for the behavior training used on the bees in this story is "classical conditioning." Have your students investigate the history of classical conditioning. Students should research Pavlov's famous experiment where he conditioned his dogs to salivate at the sound of a bell by associating the bell with feeding time. Other experiments have been done teaching mice to move through a maze and rats to respond to certain colors. Have students look for other examples of this kind of conditioning and present their findings to the class. Next, discuss how classical conditioning alone would not help find the mines, and help students establish that it had to be paired with new chemistry techniques to be useful.

EXTENSION: Discuss with students if this kind of conditioning is used on humans, in less overt ways, by advertisers. Do they try to associate their products with visual images or ideas? Over time, do those images become associated with the product to the point where when we see one we think of the other?

LINKS:

<http://www.as.wvu.edu/~sbb/comm221/chapters/pavlov.htm>
<http://www.valdosta.edu/~whuitt/psy702/behsys/classcnd.html>
http://www.sandia.gov/LabNews/LN04-23-99/bee_story.htm

Ozone Hole : Ozone Hole

1. What is the ozone layer? Why is it important to our survival? How large is the hole, according to the latest findings? Does that give scientists hope or concern? Explain. What has caused the demise of the ozone layer, according to many scientists? Has this problem continued or stopped? Explain.
2. Research chlorofluorocarbons and discover their use. Why do you think that the international community could agree on a ban of CFCs, when it is usually impossible for all countries to agree on one thing? What has appeared to be the effect of this ban? By when do scientists predict that the ozone problem may be gone?
3. What problems does the decrease of the ozone layer cause for people? Do you pay attention to

warnings to protect your skin from UV rays? If no, why not? If yes, what do you do?

4. To help your students realize the extent of the health problems associated with cancers caused by sun exposure, invite a health professional to come and speak to your class about skin cancer and melanomas.

LINKS:

<http://www.ec.gc.ca/ozone/indexe.htm>
<http://www.geocities.com/SunsetStrip/1483/ozone.html>
<http://www.epa.gov/docs/ozone/>
<http://pooh.chem.wm.edu/chemWWW/courses/chem105/projects/group2/page2.html>
<http://melanoma.org/>
<http://www.skincancer.org/>

EDITOR'S NOTE:

land mines
 conditioned response
 classical conditioning
 chlorofluorocarbon
 ozone layer

WORLDVIEW

Political Front : Berlin Capital

1. Locate the city of Berlin on a map of Europe. Why is it significant that the Germans have relocated their capital to this city? Who is Gerhard Schroeder? What distinction does he hold among modern German leaders? Describe the Schroeder Government's stand on some of Germany's most pressing issues.
2. How did Germany play a leadership role in the Kosovo crisis? How might Germany play an important role in the unification of Europe? Why is the choice of Berlin as capital significant as Germany becomes a global leader?
3. What is the European Union? Have students work in groups to learn more about the EU and its implications for the future of European nations. Discuss Germany's approach to the EU as cited in this story. Discuss how Germany is poised to assume a leadership role in the EU politically, geographically and economically.
4. Berlin's Brandenburg Gate is a structure that has played a highly symbolic role in Germany's history from its construction in the late 18th century. Working in small groups, have students research German history from this period to the present and share their findings. Then have each student write a historical essay on one period of German history, from the perspective of the Brandenburg Gate. Employing personification, have students write an essay entitled "What I Have Seen," as if the Brandenburg Gate were "talking" about its unique vantage point on German history.

LINKS:

http://www.travelfile.com/GO/berlin_germany.html
<http://www.dailysoft.com/east-berlin/mitte/bgate.htm>
<http://students.vassar.edu/~elcavall/berlin/opening.html>
http://centsoft.com/VirtualBerlin/English/Brandenburger_Tor_Info_1.html
<http://www.europeonline.com/int/cce/index.htm>

Around the World : Scottish Highland Games

1. Where are the Highland Games held? According to legend, how did these games originate? What are some of the contests held at Braemar Gathering? Who attends the games? What are some traditions associated with the games? What changes have occurred over time?
2. Throughout history, humans have reveled in physical competition. Almost every physical competition, from the Olympics to the Superbowl, have cultural overtones. Divide the class into groups and have each group research and present a report on one such competition. Ask each group to explain the origin of its competition, the traditions behind it, and how it is significant to local, national or international culture.

LINKS:

<http://www.royal-deeside.org.uk/brgames.htm>

<http://www.royal-deeside.org.uk/braeindx.htm>

<http://www.shirenet.com/macIachlan/internet/gr.htm>

Japan Y2K Test : Japan Y2K Test

1. Who was on board when Japanese airlines recently conducted a Y2K test? How was the test conducted? What were the results of the test?
2. Why are Japanese officials worried about Y2K, even though they claim their country's air industry is ready for it? Would the Japanese Transport Minister fly on the eve of the new millennium? Explain. Do you think the test by Japanese airlines convinced the traveling public that flying on New Year's Eve is safe? Why/why not?
3. As a class, review the meaning of Y2K and its potential implications for travelers. Then have students conduct research to learn more about Y2K readiness in different modes of travel and share their findings. Challenge each student to prepare and deliver a brief speech on why he or she would/would not travel on the eve of the new millennium. Based on student sentiments, will many people be traveling this New Year's?

LINKS:

http://www.idg.net/crd_y2k_80475.html

<http://www.china-airlines.com/cnews/cnw0312e.htm>

<http://www.iata.org/y2k/>

<http://www.iata.org/y2k/FAQ.htm>

http://www.everything2000.com/computer/a_computer.asp

EDITOR'S NOTE:

Third Reich
Gerhard Schroeder
Berlin
clan
caber
Y2K

NEWSROOM CHRONICLE

Watergate Dorm : Watergate Dorm

1. Where are some new George Washington University students living during their freshmen year? What did they have to do to be awarded this "dorm"? What happened in this Howard Johnson's Hotel in 1972?
2. What do you know about the Watergate incident? How did GW freshmen find out about the events? Why do you think they did not learn about it in school? Have you learned about Watergate in school? Why or why not?
3. What else is historic about the Watergate Hotel? Would you want to reside in the Howard Johnson dorm as a GW student? Why or why not?
4. Ask students to interview their parents or others who were high school students or adults during the time of the Watergate crisis. Have them ask in what ways this incident may have shaped our perception of the U.S. presidency and share their answers in class. Previous to this incident, presidents were treated with great respect, by the press and the public. Is this still true today? Do students think that Watergate is in part responsible for the amount of scrutiny under which current politicians are placed? Do they think there are other reasons, and if yes, what might those be? How do students think that the Watergate scandal compares to more recent presidential scandals, such as the Iran-Contra affair and the Clinton impeachment?

LINKS:

<http://cnn.com/ALLPOLITICS/1997/gen/resources/watergate/>

<http://www.journale.com/watergate.html>

<http://www.chron.com/content/interactive/special/watergate/>

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

Copyright 1999 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1999 Turner Learning, Inc. All Rights Reserved.

BEST COPY AVAILABLE